DOCUMENT RESUME

ED 176 475 EC 120 523

TITLE	SER-LARS, Volume 9. Resource Volume on Test Information. 1975-76 Edition.
INSTITUTION	Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	76
CONTRACT	OEC-0-74-7892; OEC-2-70-0051
GRANT	300-75-0034
NOTE	254p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Diagnostic Tests; Elementary Secondary Education; *Evaluation Methods; *Handicapped Children; Intelligence Tests; Language Tests; Reading Tests; Screening Tests; Speech Tests; *Student Evaluation; Test Reviews
IDENTIFIERS	*SER LARS (Information System)

ABSTRACT

The ninth volume in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) series, a diagnostic-prescriptive instructional data bank for teachers of the handicapped, presents information on tests used for measuring intelligence and mental maturity; general achievement/readiness; reading; mathematics; perceptual/perceptual motor skill; interpersonal development; speech, vocabulary, and language; vocational skill; and tests for general screening purposes. Entries provide information on title, author, source, and SER-LARS accession number; and are organized in three sections according to number, title, and publisher. A final section provides test analysis information concerning such aspects as subtest areas, administrative considerations, examinee appropriateness, interpretation, technical aspects, and specific considerations. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176475

S E R - L A R S

SPECIAL EDUCATION RESOURCES

LOCATION ANALYSIS AND RETRIEVAL

SYSTEM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VOLUME 9

RESOURCE VOLUME ON TEST INFORMATION

The National Learning Resource Center of Pennsylvania (NLRC/P), A Project of the Pennsylvania Department of Education (Bureau of Special and Compensatory Education), with Montgomery County Intermediate Unit No. 23 as Local Education Agency

EC120523

For further information, please contact the National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, 1150 First Avenue, King of Prussia, PA 19406 (telephone 1-215-265-3706).

1975-76 Edition

The development of the SER-LARS system has been supported by the Division of Special Education (Commonwealth of Pennsylvania), by NLRC/P (Grants # 300-75-0034 and # OEC-0-74-7892), by NRRC/P (Title VIC ESEA Grant # OEC-2-70-0051), by an ESEA Title VI grant in IU 10 (# 48-0155-13-080) and (# 48-0246-44-425), by an ESEA Title VI grant in Huntingdon County (# 48-0769-31-290), by an ESEA Title VI grant in IU 11 (# 48-0769-31-291), by an 89-313 grant in Elwyn Institute (# 48-7084-23-830), by an ESEA Title III grant in IU 23 (# R-59-H-48-70-0010-0), by an ESEA Title III grant in Allentown (# 710578), by an ESEA Title III grant in the Philadelphia School District (# F2-72071-51-500-01-15-A) and by IUs 15 and 23. However, no formal endorsement of the content herein or the practices implied thereby is to be inferred on the part of the supporting agencies.

SECTION
SER-LARS User's Handbook

SUBJECT
SER-LARS Reports: Test Information

SUMMARY. Policy and procedures are outlined for SER-LARS test information.

POLICY STATEMENT. Test information refers to information about the tests/instruments or procedures, not about student test scores. SER-LARS test information is provided in order to facilitate decision-making in the diagnostic-prescriptive process. The decisions outlined in Levels 1 through 4 of the model presented in figures 1 and 2 are those which should be supported through SER-LARS Test Reports.

TESTS BY NUMBER (B-1a)

1. Description - this report is a catalog of tests sorted by the NLRC/P number which has been assigned. Included are the title, author, publisher, subtests, and purposes for testing. The first digit of each test number indicates at least one use of the test:

First Digit	Tests Used for Measuring
1	Intelligence and Mental Maturity
2	General Achievement/ Readiness
3	Reading
4	Mathematics
5	Perceptual/Perceptual Motor
6	Interpersonal
7	Speech, Vocabulary, and Language
8	Vocational
9	General Screening

2. Purpose - provides an initial list of tests roughly by use which may be scanned when choosing a test for a specific purpose.

3. Procedures - look for first digit of the test to identify content area or general purpose.

TESTS BY TITLE (B-1b)

1. Description - this report is a catalog of tests sorted alphabetically by title. Included are the NLRC/P number, publisher, and subtests.

TESTS BY TITLE (B-1b) (Continued)

2. Purpose - provides a reference list of tests which have been identified by title elsewhere in order to identify NLRC/P number or publisher. The number is necessary for reporting test scores.

3. Procedure - determine title of test (from title page of manual if possible). Look up title alphabetically. The number is given to the left of the title. Source or publisher is given under the cue SO_. Subtest numbers are given under the cue SB_.

TESTS BY PUBLISHER (B-1c)

1. Description - this report is a catalog of tests sorted alphabetically by source (i.e., publisher). Included are the NLRC/P number, title, and subtests.

2. Purpose - provides a reference list of tests which have been identified by source elsewhere, i.e., publisher is known but not title or NLRC/P number. The number is necessary for reporting test scores.

3. Procedure - look for publisher name at the top of a page. The test titles are next to the cue TI_. The NLRC/P number is to the left of the title. Subtest numbers and titles are given under the cue SB_.

TEST ANALYSES (B-3)

1. Description - this report contains analyses of commonly used tests organized by test numbers. Other than identifying information it provides information concerning subtests, administrative usability, examinee appropriateness, interpretation of results, technical aspects, and any specific considerations.

2. Purpose - to provide in-depth test information for use by examiners for determining appropriate tests to administer.

SECTION	SUBJECT
SER-LARS User's Handbook	SER-LARS Reports: Test Information

TEST ANALYSES (B-3)
(Continued)

3. Procedures - identify test number from reports above (By Title or By Publisher) or in list of level of testing (below). Find test number(s) in list of analyses.

TESTS BY LEVEL OF TESTING
(B-3a)

1. Description - this report is a listing of commonly used tests appropriate for each level of testing in the diagnostic-prescriptive model.

2. Purpose - provides a reference list for use in determining tests appropriate for each testing level.

3. Procedures - determine level of testing (1, 2, 3, or 4) then scan list according to general purpose which is identified by the first digit of the test number.

10050 TI_AMERICAN SCHOOL INTELLIGENCE TEST - ADVANCED
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10060 TI_AMERICAN SCHOOL INTELLIGENCE TEST - HIGH SCHOOL
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10070 TI_AMERICAN SCHOOL INTELLIGENCE TEST - INTERMEDIATE
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10080 TI_AMERICAN SCHOOL INTELLIGENCE TEST - PRIMARY
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10090 TI_ARTHUR POINT SCALE OF PERFORMANCE TESTS - FORM I
AU_ARTHUR, GRACE
SO_STOELTING, C.H., CO., CHICAGO, ILL.

10100 TI_ARTHUR POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II
AU_ARTHUR, GRACE
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.

10130 TI_THE BASIC CONCEPT INVENTORY
AU_ENGELMANN, SIEGFRIED
SO_FOLLETT EDUCATIONAL CORP., CHICAGO, ILL.
SB_01 PART ONE
02 PART TWO STATEMENT REPETITION
03 PART TWO QUESTIONS
04 PART THREE
LI_3,4

10185 TI_BOEHM TEST OF BASIC CONCEPTS
AU_BOEHM, ANN E.
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
SB_01 TERMS OF RELATIONS/SPACE
02 TERMS OF QUANTITY
03 TERMS OF TIME
04 MISCELLANEOUS TERMS
LI_2

10270 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2
AU_SULLIVAN, ELIZABETH T. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY

10280 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 3
AU_SULLIVAN, ELIZABETH T. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY

10290 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 4
AU_SULLIVAN, ELIZABETH T. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY

10300 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 5
AU_SULLIVAN, ELIZABETH T. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY

10360 TI_CATTELL INFANT INTELLIGENCE SCALE
AU_CATTELL, PSYCHE
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.

10370 TI_COLUMBIA MENTAL MATURITY SCALE
AU_BURGEMEISTER, BESSIE B. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

10480 TI_FULL-RANGE PICTURE VOCABULARY TEST
AU_AMMONS, ROBERT B. AND AMMONS, HELEN S.
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

10580 TI_GESELL DEVELOPMENTAL SCHEDULES
AU_GESELL, ARNOLD AND OTHERS
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.

10600 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 3-6
AU_LAMKE, TOM A. AND NELSON, M.J.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10610 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 6-9
AU_LAMKE, TOM A. AND NELSON, M.J.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10620 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 9-12
AU_LAMKE, TOM A. AND NELSON, M.J.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10625 TI_HISKEY-NEBRASKA TEST OF LEARNING APTITUDE
AU_HISKEY, MARSHALL S.
SO_UNION COLLEGE PRESS, LINCOLN, NEBR.
SB_01 BEAD PATTERNS
02 MEMORY FOR COLOR
03 PICTURE IDENTIFICATION
04 PICTURE ASSOCIATION
05 PAPER FOLDING
06 VISUAL ATTENTION SPAN
07 BLOCK PATTERNS
08 COMPLETION OF DRAWINGS
09 MEMORY FOR DIGITS
10 PUZZLE BLOCKS
11 PICTURE ANALOGIES
12 SPATIAL REASONING
LI_1

10730 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL A
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10[illegible] TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL B
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10750 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL CD
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10760 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL D
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10770 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL EF
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10780 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL G
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10[illegible] TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL H
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10800 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL K
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10810 TI_KUHLMANN-FINCH TESTS - LEVEL I
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10820 TI_KUHLMANN-FINCH TESTS - LEVEL II
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10830 TI_KUHLMANN-FINCH TESTS - LEVEL III
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10840 TI_KUHLMANN-FINCH TESTS - LEVEL IV
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10850 TI_KUHLMANN-FINCH TESTS - LEVEL V
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10860 TI_KUHLMANN-FINCH TESTS - LEVEL VI
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10870 TI_KUHLMANN-FINCH TESTS - LEVEL JUNIOR HIGH
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10880 TI_KUHLMANN-FINCH TESTS - LEVEL SENIOR HIGH
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10900 TI_LEITER INTERNATIONAL PERFORMANCE SCALE
AU_LEITER, RUSSELL GRAYDON AND ARTHUR, GRACE
SO_STOELTING, C.H., CO., CHICAGO, ILL.
LI_1

10920 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - LEVEL 1
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10930 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - LEVEL 2
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10940 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - MULTI-LEVEL
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10980 TI_MERRILL-PALMER PRE-SCHOOL PERFORMANCE TESTS
AU_STUTSMAN, RACHEL
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

10990 TI_MERRILL-PALMER SCALE OF MENTAL TESTS
AU_STUTSMAN, RACHEL
SO_STOELTING, C.H., CO., CHICAGO, ILL.
SB_01 STUTSMAN COLOR - MATCHING TEST
02 WALLIN PEG BOARDS
03 STUTSMAN BUTTONING TEST
04 STICK-AND-STRING TEST
05 STUTSMAN LANGUAGE TEST
06 STUTSMAN PICTURE FORMBOARD
07 MARE AND FOAL FORMBOARD
08 SEGUIN-GODDARD FORMBOARD
09 MANIKIN TEST
10 DECROLY MATCHING GAME
11 STUTSMAN NESTED CUBES
12 ACTION AGENT TEST
13 COPYING TEST
14 PYRAMID TEST
15 LITTLE PINK TOWER TEST

11140 TI_OTIS GROUP INTELLIGENCE SCALE - ADVANCED
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11150 TI_OTIS GROUP INTELLIGENCE SCALE - PRIMARY
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11160 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11170 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - BETA
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11180 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - GAMMA
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11220 TI_PICTORIAL TEST OF INTELLIGENCE
AU_FRENCH, JOSEPH L.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.
SB_01 PICTURE VOCABULARY
02 FORM DISCRIMINATION
03 INFORMATION AND COMPREHENSION
04 SIMILARITIES
05 SIZE AND NUMBER
06 IMMEDIATE RECALL
LI_1

11250 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES K-1
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
SB_01 VERBAL MEANING
02 PERCEPTUAL SPEED
03 NUMBER FACILITY
04 SPATIAL RELATIONS

11260 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 2-4
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
SB_01 VERBAL MEANING
02 SPATIAL RELATIONS
03 NUMBER FACILITY
04 PERCEPTUAL SPEED

11270 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 4-6
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11280 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 6-9
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11285 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 9-12
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11300 TI_PROGRESSIVE MATRICES - ADVANCED PROGRESSIVE MATRICES
AU_RAVEN, J.C.
SO_LEWIS, H.K. & CO., LTD., LONDON, ENGLAND

11310 TI_PROGRESSIVE MATRICES - COLORED PROGRESSIVE MATRICES
AU_RAVEN, J.C.
SO_LEWIS, H.K. & CO., LTD., LONDON, ENGLAND

11320 TI_PROGRESSIVE MATRICES - STANDARD PROGRESSIVE MATRICES
AU_RAVEN, J.C.
SO_LEWIS, H.K. & CO., LTD., LONDON, ENGLAND

11380 TI_SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS
AU_SLOSSON, RICHARD L.
SO_SLOSSON EDUCATIONAL PUBLICATIONS, EAST AURORA, N.Y.
LI_1

11550 TI_STANFORD-BINET INTELLIGENCE SCALE
AU_TERMAN, LEWIS M. AND MERRILL, MAUD A.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.
LI_1

11560 TI_TERMAN-MCNEMAR TEST OF MENTAL ABILITY
AU_TERMAN, LEWIS M. AND MCNEMAR, QUINN
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11610 TI_TESTS OF GENERAL ABILITY - GRADES K-2
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11620 TI_TESTS OF GENERAL ABILITY - GRADES 2-4
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11630 TI_TESTS OF GENERAL ABILITY - GRADES 4-6
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11640 TI_TESTS OF GENERAL ABILITY - GRADES 6-9
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11650 TI_TESTS OF GENERAL ABILITY - GRADES 9-12
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11700 TI_WECHSLER ADULT INTELLIGENCE SCALE
AU_WECHSLER, DAVID
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
SB_01 INFORMATION
02 COMPREHENSION
03 ARITHMETIC
04 SIMILARITIES
05 DIGIT SPAN
06 VOCABULARY
07 VERBAL SCORE
08 DIGIT SYMBOL
09 PICTURE COMPLETION
10 BLOCK DESIGN
11 PICTURE ARRANGEMENT
12 OBJECT ASSEMBLY
13 PERFORMANCE SCORE
LI_1,4

11710 TI_WECHSLER-BELLEVUE INTELLIGENCE SCALE
AU_WECHSLER, DAVID
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.

11720 TI_WECHSLER INTELLIGENCE SCALE FOR CHILDREN
AU_WECHSLER, DAVID
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
SB_01 INFORMATION
02 COMPREHENSION
03 ARITHMETIC
04 SIMILARITIES
05 VOCABULARY
06 VERBAL SCORE
07 DIGIT SPAN
08 PICTURE COMPLETION
09 PICTURE ARRANGEMENT
10 BLOCK DESIGN
11 OBJECT ASSEMBLY
12 CODING
13 MAZES
14 PERFORMANCE SCORE

11730 TI_WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE
AU_WECHSLER, DAVID
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
SB_01 INFORMATION
02 ANIMAL HOUSE
03 VOCABULARY
04 PICTURE COMPLETION
05 ARITHMETIC
06 MAZES
07 GEOMETRIC DESIGN
08 SIMILARITIES
09 BLOCK DESIGN
10 COMPREHENSION
11 SENTENCES
LI_1,4

20010 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - ADVANCED
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

20020 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

20030 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY I
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

20040 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY II
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

20200 TI_CALIFORNIA ACHIEVEMENT TESTS - ADVANCED
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

NRRC/P
NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

20210 TI_CALIFORNIA ACHIEVEMENT TESTS - ELEMENTARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20220 TI_CALIFORNIA ACHIEVEMENT TESTS - JUNIOR HIGH
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20230 TI_CALIFORNIA ACHIEVEMENT TESTS - LOWER PRIMARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20240 TI_CALIFORNIA ACHIEVEMENT TESTS - UPPER PRIMARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20250 TI_CALIFORNIA BASIC SKILLS TESTS - ELEMENTARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY

20260 TI_CALIFORNIA BASIC SKILLS TESTS - INTERMEDIATE
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY

20570 TI_GATES READING READINESS TESTS
AU_GATES, ARTHUR I.
SO_BUREAU OF PUBLICATIONS, NEW YORK, N.Y.

20680 TI_IOWA TESTS OF BASIC SKILLS
AU_LINDQUIST, E.F. AND HIERONYMUS, A.N.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.
SB_01 VOCABULARY
02 READING COMPREHENSION
03 LANGUAGE SKILLS
04 WORK-STUDY SKILLS
05 ARITHMETIC SKILLS
LI_1,2

20690 TI_IOWA TESTS OF EDUCATIONAL DEVELOPMENT
AU_LINDQUIST, E.F. AND FELDT, LEONARD S.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

20890 TI_LEE-CLARK READING READINESS TEST
AU_LEE, J. MURRAY AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY

20960 TI_MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS
AU_BANHAM, KATHARINE M.
SO_EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.

21000 TI_METROPOLITAN ACHIEVEMENT TESTS - ADVANCED
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
LI_1,2

21010 TI_METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD KNOWLEDGE
02 READING
03 LANGUAGE
04 SPELLING
05 MATHEMATICS COMPUTATION
06 MATHEMATICS CONCEPTS
07 MATHEMATICS PROBLEM SOLVING
08 TOTAL READING
09 TOTAL MATHEMATICS
LI_1,2

21020 TI_METROPOLITAN ACHIEVEMENT TESTS - HIGH SCHOOL
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
LI_1,2

21030 TI_METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
LI_1,2

21040 TI_METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD KNOWLEDGE
02 WORD ANALYSIS
03 READING
04 MATHEMATICS
LI_1,2

21050 TI_METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD KNOWLEDGE
02 WORD ANALYSIS
03 READING
04 SPELLING
05 MATHEMATICS COMPUTATION
06 MATHEMATICS CONCEPTS
07 MATHEMATICS PROBLEM SOLVING
LI_1,2

21060 TI_METROPOLITAN READINESS TESTS
AU_HILDRETH, GERTRUDE H. AND GRIFFITHS, NELLIE L.
SO_NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH
SB_01 WORD MEANING
02 LISTENING
03 MATCHING
04 ALPHABET
05 NUMBERS
06 COPYING
07 DRAW-A-MAN
LI_1,2

21190 TI_PEABODY INDIVIDUAL ACHIEVEMENT TEST
AU_DUNN, LLOYD M. AND MARKWARDT, JR., FREDERICK C.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.
SB_01 MATHEMATICS
02 READING RECOGNITION
03 READING COMPREHENSION
04 SPELLING
05 GENERAL INFORMATION
LI_1,2,3

21435 TI_SRA ACHIEVEMENT SERIES - PRIMARY I
AU_NASLUND, ROBERT A. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21436 TI_SRA ACHIEVEMENT SERIES - PRIMARY II
AU_NASLUND, ROBERT A. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21[illegible] TI_SRA ACHIEVEMENT SERIES - GRADES 1-2
AU_THORPE, LOUIS P. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21450 TI_SRA ACHIEVEMENT SERIES - GRADES 2-4
AU_THORPE, LOUIS P. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21460 TI_SRA ACHIEVEMENT SERIES - GRADES 4-6
AU_THORPE, LOUIS P. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21470 TI_SRA ACHIEVEMENT SERIES - GRADES 6-9
AU_THORPE, LOUIS P. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21480 TI_STANFORD ACHIEVEMENT TEST - ADVANCED
AU_KELLEY, TRUMAN L. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 PARAGRAPH MEANING
02 SPELLING
03 LANGUAGE
04 ARITHMETIC COMPUTATION
05 ARITHMETIC CONCEPTS
06 ARITHMETIC APPLICATIONS
07 SOCIAL STUDIES
08 SCIENCE
LI_1,2

21490 TI_STANFORD ACHIEVEMENT TEST - EARLY SCHOOL I
AU_MADDEN, RICHARD AND GARDNER, ERIC F.
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 ENVIRONMENT
02 MATHEMATICS
03 LETTERS AND SOUNDS
04 AURAL COMPREHENSION
LI_1,2

21500 TI_STANFORD ACHIEVEMENT TEST - EARLY SCHOOL II
AU_MADDEN, RICHARD AND GARDNER, ERIC F.
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 ENVIRONMENT
02 MATHEMATICS
03 LETTERS AND SOUNDS
04 AURAL COMPREHENSION
05 WORD READING
06 SENTENCE READING
LI_1,2

21510 TI_STANFORD ACHIEVEMENT TEST - INTERMEDIATE I
AU_KELLEY, TRUMAN L. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SPELLING
04 WORD STUDY SKILLS
05 LANGUAGE
06 ARITHMETIC COMPUTATION
07 ARITHMETIC CONCEPTS
08 ARITHMETIC APPLICATIONS
09 SOCIAL STUDIES
10 SCIENCE
LI_1,2

21520 TI_STANFORD ACHIEVEMENT TEST - INTERMEDIATE II
AU_KELLEY, TRUMAN L. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SPELLING
04 LANGUAGE
05 ARITHMETIC COMPUTATION
06 ARITHMETIC CONCEPTS
07 ARITHMETIC APPLICATIONS
08 SOCIAL STUDIES
09 SCIENCE
LI_1,2

21530 TI_STANFORD ACHIEVEMENT TEST - PRIMARY I
AU_KELLEY, TRUMAN L. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD READING
02 PARAGRAPH MEANING
03 VOCABULARY
04 SPELLING
05 WORD STUDY SKILLS
06 ARITHMETIC
LI_1,2

21540 TI_STANFORD ACHIEVEMENT TEST - PRIMARY II
AU_KELLEY, TRUMAN L. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SCIENCE AND SOCIAL STUDIES CONCEPTS
04 SPELLING
05 WORD STUDY SKILLS
06 LANGUAGE
07 ARITHMETIC COMPUTATION
08 ARITHMETIC CONCEPTS
LI_1,2

21570 TI_TEST OF ACADEMIC PROGRESS
AU_SCANNELL, DALE P. AND OTHERS
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

21740 TI_THE WIDE RANGE ACHIEVEMENT TEST - LEVEL I
AU_JASTAK, J.F. AND OTHERS
SO_GUIDANCE ASSOCIATES, WILMINGTON, DEL.
SB_01 READING
02 SPELLING
03 ARITHMETIC
LI_1,2

21750 TI_THE WIDE RANGE ACHIEVEMENT TEST - LEVEL II
AU_JASTAK, J.F. AND OTHERS
SO_GUIDANCE ASSOCIATES, WILMINGTON, DEL.
SB_01 READING
02 SPELLING
03 ARITHMETIC
LI_1,2

30140 TI_BASIC SIGHT WORD TEST
AU_DOLCH, EDWARD W.
SO_GARRARD PUBLISHING CO., CHAMPAIGN, ILL.
LI_3

30385 TI_DENVER DEVELOPMENTAL SCALE
SO_LADOCA PROJECT AND PUBLISHING FOUNDATION, INC.
LI_1,2

30[illegible] TI_DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS
AU_DOREN, MARGARET
SO_EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.

30430 TI_DURRELL ANALYSIS OF READING DIFFICULTY
AU_DURRELL, DONALD D.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 ORAL READING
02 SILENT READING
03 LISTENING COMPREHENSION
04 WORD RECOGNITION (FLASH
05 WORD ANALYSIS
06 LETTERS: NAME, IDENT, MATCH
07 VISUAL MEMORY OF WORDS
08 HEARING SOUNDS IN WORDS
09 VISUAL MEMORY OF WORDS
10 PHONIC SPELLING OF WORDS
11 SPELLING TEST
12 HANDWRITING
LI_1,2,3

30490 TI_GATES-MACGINITIE READING TESTS - PRIMARY A
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30500 TI_GATES-MACGINITIE READING TESTS - PRIMARY B
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30510 TI_GATES-MACGINITIE READING TESTS - PRIMARY C
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30520 TI_GATES-MACGINITIE READING TESTS - PRIMARY CS
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
LI_1,2

30530 TI_GATES-MACGINITIE READING TESTS - SURVEY D
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

30540 TI_GATES-MACGINITIE READING TESTS - SURVEY E
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

30550 TI_GATES-MACGINITIE READING TESTS - SURVEY F
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

30560 TI_GATES-MCKILLOP READING DIAGNOSTIC TESTS
AU_GATES, ARTHUR I. AND MCKILLOP, ANNE S.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 ORAL READING
02 WORDS: FLASH PRESENTATION
03 WORDS: UNTIMED PRESENTATION
04 PHRASES: FLASH PRESENTATION
05 RECOGNIZING AND BLENDING COMMON WORD PARTS
06 GIVING LETTER SOUNDS
07 NAMING CAPITAL LETTERS
08 NAMING LOWER-CASE LETTERS
09 NONSENSE WORDS
10 INITIAL LETTERS
11 FINAL LETTERS
12 VOWELS
13 AUDITORY BLENDING
14 SPELLING
15 ORAL VOCABULARY
16 SYLLABICATION
17 AUDITORY DISCRIMINATION
LI_1,2,3

30590 TI_GRAY ORAL READING TEST
AU_GRAY, WILLIAM S.
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

30640 TI_INDIVIDUAL READING EVALUATION
AU_ALPERT, HARVEY AND KRAVITZ, ALVIN
SO_NEW DIMENSIONS IN EDUCATION, INC., JERICHO, N.Y.

30650 TI_INFORMAL ORAL READING INVENTORY
AU_BETTS, E.A.
SO_AMERICAN BOOK CO., NEW YORK, N.Y.
LI_3

30660 TI_IOWA SILENT READING TESTS - ADVANCED
AU_GREENE, H.A. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

30670 TI_IOWA SILENT READING TESTS - ELEMENTARY
AU_GREENE, H.A. AND KELLEY, V.H.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

31360 TI_READING APTITUDE TESTS
AU_MONROE, MARION
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

31390 TI_SLOSSON ORAL READING TEST
AU_SLOSSON, RICHARD L.
SO_SLOSSON EDUCATIONAL PUBLICATIONS, EAST AURORA, N.Y.
LI_3

31557 TI_STANFORD DIAGNOSTIC READING TEST, LEVEL I
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 READING COMPREHENSION
02 VOCABULARY
03 AUDITORY DISCRIMINATION
04 SYLLABICATION
05 BEGINNING AND ENDING SOUNDS
06 BLENDING AND ENDING SOUNDS
07 SOUND DISCRIMINATION
LI_1,2,3

31558 TI_STANFORD DIAGNOSTIC READING TEST, LEVEL II
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 LITERAL
02 INFERENTIAL
03 VOCABULARY
04 SYLLABICATION
05 SOUND DISCRIMINATION
06 BLENDING
07 RATE OF READING
LI_1,2,3

31755 TI_WISCONSIN R & D WORD ATTACK
SB_01 LEVEL A, RHYMING WORDS
02 LEVEL A, RHYMING PHRASES & VERSES
03 LEVEL A, LIKENESSES & DIFFERENCES (PICTURES)
04 LEVEL A, LIKENESSES & DIFFERENCES, (LETTERS & NUMBERS)
05 LEVEL A, LIKENESSES & DIFFERENCES, (WORDS & PHRASES)
06 LEVEL A, INITIAL CONSONANT SOUNDS
07 LEVEL B, BEGINNING CONSONANT SOUNDS
08 LEVEL B, ENDING CONSONANT SOUNDS
09 LEVEL B, CONSONANT BLENDS
10 LEVEL B, RHYMING ELEMENTS
11 LEVEL B, SHORT VOWELS
12 LEVEL B, SIMPLE CONSONANT DIGRAPHS
13 LEVEL B, COMPOUND WORDS
14 LEVEL B, CONTRACTIONS
15 LEVEL B, BASE WORDS & ENDINGS
16 LEVEL B, PLURALS
17 LEVEL B, POSSESSIVE FORMS
18 LEVEL C, CONSONANTS & THEIR VARIANT SOUNDS
19 LEVEL C, CONSONANT BLENDS
20 LEVEL C, LONG VOWEL SOUNDS
21 LEVEL C, VOWEL PLUS R, A PLUS L, A PLUS W
22 LEVEL C, DIPTHONGS EW, OI, OY, OU, OW
23 LEVEL C, LONG & SHORT OO
24 LEVEL C, SHORT VOWEL GENERALIZATION
25 LEVEL C, SILENT E GENERALIZATION
26 LEVEL C, TWO VOWELS TOGETHER - GENERALIZATION
27 LEVEL C, FINAL VOWEL GENERALIZATION
28 LEVEL C, COMMON CONSONANT DIGRAPHS
29 LEVEL C, BASE WORDS WITH PREFIXES & SUFFIXES
30 LEVEL C, MORE DIFFICULT PLURAL FORMS
31 LEVEL C, HOMONYMS
32 LEVEL C, SYNONYMS & ANTONYMS
33 LEVEL C, MEANING OF MULTIPLE MEANING WORDS
34 LEVEL D, THREE LETTER CONSONANT BLENDS
35 LEVEL D, SIMPLE PRINCIPLES OF SILENT LETTERS
36 LEVEL D, SYLLABICATION
37 LEVEL D, ACCENT
38 LEVEL D, UNACCENTED SCHWA
39 LEVEL D, POSSESSIVE FORMS

31760 TI_WORD ANALYSIS TESTS
AU_HERR, SELMA E.
SO_INSTRUCTIONAL MATERIALS AND EQUIPMENT DISTRIBUTORS, LOS ANGELES, CALIF.

40189 TI_BUSWELL'S FUNDAMENTAL PROCESSES IN ARITHMETIC
SB_01 ADDITION
02 ADDITION HABITS
03 SUBTRACTION
04 SUBTRACTION HABITS
05 MULTIPLICATION
06 MULTIPLICATION HABITS
07 DIVISION
08 DIVISION HABITS
LI_3

40710 TI_KEYMATH DIAGNOSTIC ARITHMETIC TEST
AU_CONNOLLY, AUSTIN J. AND OTHERS
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.
SB_01 NUMERATION
02 FRACTIONS
03 GEOMETRY & SYMBOLS
04 ADDITION
05 SUBTRACTION
06 MULTIPLICATION
07 DIVISION
08 MENTAL COMPUTATION
09 NUMERICAL REASONING
10 WORD PROBLEMS
11 MISSING ELEMENTS
12 MONEY
13 MEASUREMENTS
14 TIME
LI_1,2,3

40976 TI_MERC BASIC MATH INVENTORY
SB_01 SMALLEST OBJECT
02 BIGGEST OBJECT
03 MATCHING NUMERALS
04 ORAL COUNTING
05 NAMING NUMERALS
06 WRITING NUMERALS
07 COUNTING OBJECTS
08 LESS THAN
09 MORE THAN
10 NUMERAL SEQUENCING
11 IDENTIFYING ORDINAL NUMBERS
12 NUMBER WORDS
LI_3

41120 TI_NOONAN-SPRADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS
AU_NOONAN, BARRY AND SPRADLEY, THOMAS S.
SO_ALLIED EDUCATION COUNCIL, GALIEN, MICH.
LI_3

41555 TI_STANFORD DIAGNOSTIC ARITHMETIC TEST, LEVEL I
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 CONCEPTS, NUMBER SYSTEM
02 CONCEPTS, OPERATIONS
03 CONCEPTS, PLACE VALUE
04 COMPUTATION, ADDITION
05 COMPUTATION, SUBTRACTION
06 COMPUTATION, MULTIPLICATION
07 COMPUTATION, DIVISION
08 NUMBER FACTS, ADDITION
09 NUMBER FACTS, SUBTRACTION
10 NUMBER FACTS, MULTIPLICATION
11 NUMBER FACTS, DIVISION
LI_1,2,3

41556 TI_STANFORD DIAGNOSTIC ARITHMETIC TEST, LEVEL II
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 CONCEPTS A
02 CONCEPTS B
03 COMPUTATION A
04 COMPUTATION B
05 COMPUTATION C
06 COMMON FRACTIONS A
07 COMMON FRACTIONS B
08 NUMBER FACTS, FRACTIONS & PERCENT
09 NUMBER FACTS, ADDITION
10 NUMBER FACTS, SUBTRACTION
11 NUMBER FACTS, MULTIPLICATION
12 NUMBER FACTS, DIVISION
13 NUMBER FACTS, CARRYING
LI_1,2,3

50110 TI_AUDITORY DISCRIMINATION TEST
AU_WEPMAN, JOSEPH M.
SO_LANGUAGE RESEARCH ASSOCIATES, CHICAGO, ILL.
SB_01 X (SAME)
02 Y (DIFFERENT)
03 TOTAL ERROR
LI_1,2,4

50[illegible] TI_AYRES SPACE TEST
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
LI_4

50165 TI_BAYLEY SCALES OF INFANT DEVELOPMENT
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
LI_1,2

50170 TI_THE BENDER VISUAL MOTOR GESTALT TEST FOR YOUNG CHILDREN
AU_KOPPITZ, ELIZABETH M.
SO_GRUNE & STRATTON, INC., NEW YORK, N.Y.
LI_1,2,4

50180 TI_BENTON VISUAL RETENTION TEST
AU_BENTON, ARTHUR L.
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
LI_4

50400 TI_DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION
AU_BEERY, KEITH E. AND BUKTENICA, NORMAN A.
SO_FOLLETT EDUCATIONAL CORP., CHICAGO, ILL.
LI_1,2,4

50[illegible] TI_FROSTIG MOVEMENT SKILLS TEST BATTERY
SO_CONSULTING PSYCHOLOGISTS PRESS, INC.,
PALO ALTO, CALIF.
LI_1,2

50700 TI_KAHN TEST OF SYMBOL ARRANGEMENT
AU_KAHN, THEODORE C.
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

50910 TI_LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE
AU_SLOAN, WILLIAM
SO_STOELTING, C.H., CO., CHICAGO, ILL.
LI_1,2

50950 TI_THE MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION
AU_FROSTIG, MARIANNE AND OTHERS
SO_CONSULTING PSYCHOLOGISTS PRESS, INC., PALO ALTO, CALIF.
SB_01 EYE MOTOR COORDINATION
02 FIGURE-GROUND DISCRIMINATION
03 FORM CONSTANCY
04 POSITION IN SPACE
05 SPATIAL RELATIONS
LI_4

50970 TI_MEMORY-FOR-DESIGNS TEST
AU_GRAHAM, FRANCES K. AND KENDALL, BARBARA S.
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.
LI_4

51080 TI_MINNESOTA PERCEPTO-DIAGNOSTIC TEST
AU_FULLER, G.B. AND LAIRD, J.T.
SO_CLINICAL PSYCHOLOGY PUBLISHING CO., INC.
LI_4

51290 TI_PRIMARY VISUAL MOTOR TEST
AU_HAWORTH, MARY R.
SO_GRUNE & STRATTON, INC., NEW YORK, N.Y.

51340 TI_THE PURDUE PERCEPTUAL-MOTOR SURVEY
AU_ROACH, EUGENE G. AND KEPHART, NEWELL C.
SO_MERRILL, CHARLES E., PUBLISHING CO., COLUMBUS, OHIO
SB_01 WALKING BOARD
02 JUMPING
03 IDENTIFICATION OF BODY PARTS
04 IMITATION OF MOVEMENTS
05 OBSTACLE COURSE
06 KRAUS-WEBER
07 ANGELS SNOW
08 CHALKBOARD
09 RHYTHMIC WRITING
10 OCULAR PURSUITS
11 VISUAL ACHIEVEMENT FORMS
LI_1,2,4

51400 TI_SOUTHERN CALIFORNIA FIGURE-GROUND VISUAL PERCEPTION TEST
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
LI_4

51410 TI_SOUTHERN CALIFORNIA KINESTHESIA AND TACTILE PERCEPTION TESTS
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
SB_01 KINESTHESIA
02 MANUAL FORM PERCEPTION
03 FINGER IDENTIFICATION
04 GRAPHESTHESIA
05 DOUBLE TACTILE STIMULI PERCEPTION
06 LOCALIZATION OF TACTILE STIMULI
LI_4

51420 TI_SOUTHERN CALIFORNIA MOTOR ACCURACY TEST
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
LI_1,2,4

51430 TI_SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
SB_01 IMITATION OF POSTURES
02 CROSSING MID-LINE OF BODY
03 BILATERAL MOTOR COORDINATION
04 RIGHT-LEFT DISCRIMINATION
05 STANDING BALANCE, EYES OPEN
06 STANDING BALANCE, EYES CLOSED
LI_4

51475 TI_A STANDARDIZED ROAD-MAP TEST OF DIRECTION SENSE
AU_MONEY, JOHN AND OTHERS
SO_JOHNS HOPKINS PRESS, BALTIMORE, MD.
LI_4

51590 TI_TEST OF AUDITORY DISCRIMINATION
AU_GOLDMAN, RONALD AND OTHERS
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.
LI_4

51600 TI_TEST OF AUDITORY PERCEPTION
AU_SABATINO, D.A.
SO_SABATINO, D.A.
LI_4

60187 TI_BRISTOL SOCIAL ADJUSTMENT GUIDES
AU_STOTT, D.H. AND SYKES, E.G.
SO_EDUCATIONAL & INDUSTRIAL TESTING SERVICES
LI_1,2

60189 TI_BURK'S BEHAVIOR RATING SCALE
SB_01 EXCESSIVE SELF-BLAME
02 EXCESSIVE ANXIETY
03 EXCESSIVE WITHDRAWAL
04 EXCESSIVE DEPENDENCY
05 POOR EGO STRENGTH
06 POOR PHYSICAL STRENGTH
07 POOR COORDINATION
08 POOR INTELLECTUALITY
09 POOR ACADEMICS
10 POOR ATTENTION
11 POOR IMPULSE CONTROL
12 POOR REALITY CONTACT
13 POOR SENSE OF IDENTITY
14 EXCESSIVE SUFFERING
15 POOR ANGER CONTROL
16 EXCESSIVE SENSE OF PERSECUTION
17 EXCESSIVE SEXUALITY
18 EXCESSIVE AGRESSIVENESS
19 EXCESSIVE RESISTANCE
20 POOR SOCIAL CONFORMITY
LI_4

60190 TI_CAIN-LEVINE SOCIAL COMPETENCY SCALE
AU_CAIN, LEO F. AND OTHERS
SO_CONSULTING PSYCHOLOGISTS PRESS, INC., PALO ALTO, CALIF.
LI_4

60310 TI_CALIFORNIA TEST OF PERSONALITY - ADULT
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60320 TI_CALIFORNIA TEST OF PERSONALITY - ELEMENTARY
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60330 TI_CALIFORNIA TEST OF PERSONALITY - INTERMEDIATE
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

NRRC/P
NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

60340 TI_CALIFORNIA TEST OF PERSONALITY - PRIMARY
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60350 TI_CALIFORNIA TEST OF PERSONALITY - SECONDARY
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60410 TI_DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE
AU_SPIVACK, GEORGE AND SWIFT, MARSHALL
SO_DEVEREUX FOUNDATION, DEVON, PA.
SB_01 CLASSROOM DISTURBANCE
02 IMPATIENCE
03 DISRESPECT - DEFIANCE
04 EXTERNAL BLAME
05 ACHIEVEMENT ANXIETY
06 EXTERNAL RELIANCE
07 COMPREHENSION
08 INATTENTIVE-WITHDRAWN
09 IRRELEVANT-RESPONSIVENESS
10 CREATIVE INITIATIVE
11 NEED CLOSENESS TO TEACHER

60595 TI_GUESS WHO?
SB_01 POSITIVE SCORES
02 NEGATIVE SCORES

61210 TI_PETERSON-QUAY BEHAVIOR PROBLEM CHECKLIST
AU_PETERSON, DONALD R. AND QUAY, HERBERT C.
SO_CHILDREN'S RESEARCH CENTER, UNIV. OF ILLINOIS, CHAMPAIGN

61365 TI_SELF CONCEPT AS A LEARNER
SB_01 MOTIVATION
02 TASK ORIENTATION
03 PROBLEM SOLVING OR INTELLECTUAL ABILITY
04 CLASS MEMBER

61680 TI_VINELAND SOCIAL MATURITY SCALE
AU_DOLL, EDGAR A.
SO_EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.
SB_01 SELF HELPS
02 TRAVELS INDEPENDENTLY
03 USES GRAPHIC IMPLEMENTS
04 PLAYS COMPETITIVE GAMES
05 USES TOYS OR TOOLS PROPERLY
06 DEMONSTRATES GRAPHIC PRODUCTION
07 USES MONEY PROPERLY
08 CONCEPTS OF TIME
09 PLAYS WITH OTHERS
10 READS INDEPENDENTLY
11 DOES COOPERATIVE WORK
12 CARES FOR SELF OR OTHERS
13 DOES CREATIVE WORK
LI_1,2,4

61735 TI_WHEN DO I SMILE

70395 TI_DETROIT TEST OF LEARNING APTITUDE
AU_BAKER, HARRY J. AND LELAND, BERNICE
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.
SB_01 PICTORIAL ABSURDITIES
02 VERBAL ABSURDITIES
03 PICTORIAL OPPOSITES
04 VERBAL OPPOSITES
05 MOTOR SPEED AND PRECISION
06 AUDITORY ATTENTION SPAN FOR UNRELATED WORDS
07 ORAL COMMISSIONS
08 SOCIAL ADJUSTMENT A
09 VISUAL ATTENTION SPAN FOR OBJECTS
10 ORIENTATION
11 FREE ASSOCIATION
12 MEMORY FOR DESIGNS
13 AUDITORY ATTENTION SPAN FOR RELATED SYLLABLES
14 NUMBER ABILITY
15 SOCIAL ADJUSTMENT B
16 VISUAL ATTENTION SPAN FOR LETTERS
17 DISARRANGED PICTURES
18 ORAL DIRECTIONS
19 LIKENESSES AND DIFFERENCES
LI_1,2

70630 TI_ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES
AU_KIRK, SAMUEL A. AND OTHERS
SO_UNIVERSITY OF ILLINOIS PRESS, URBANA
SB_01 AUDITORY RECEPTION
02 VISUAL RECEPTION
03 AUDITORY ASSOCIATION
04 VISUAL ASSOCIATION
05 VERBAL EXPRESSION
06 MANUAL EXPRESSION
07 GRAMMATIC CLOSURE
08 VISUAL CLOSURE
09 AUDITORY SEQUENTIAL MEMORY
10 VISUAL SEQUENTIAL MEMORY
11 AUDITORY CLOSURE
12 SOUND BLENDING
LI_1,2,4

70975 TI_MENYUK SENTENCE TEST
LI_1,2

70977 TI_MERC SPEECH & LANGUAGE SCREENING INSTRUMENT
SB_01 ARTICULATION
02 RATE OF INTELLIGIBILITY
03 RHYTHM
04 PITCH
05 VOLUME
06 QUALITY
07 LANGUAGE
08 SYNTAX
09 GRAMMAR
LI_3

71070 TI_MICHIGAN LANGUAGE PROGRAM
AU_SMITH, DONALD E.
SO_ANN ARBOR PUBLISHERS, INC., MICH.

71130 TI_NORTHWESTERN SYNTAX SCREENING TEST
AU_LEE, LAURA LOUISE
SO_NORTHWESTERN UNIV., EVANSTON, ILL.
LI_2

71200 TI_PEABODY PICTURE VOCABULARY TEST
AU_DUNN, LLOYD M.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.
LI_1,2

71225 TI_PICTURE STORY LANGUAGE DEVELOPMENT
SO_GRUNE & STRATTON, INC., NEW YORK, N.Y.
LI_1,2

71350 TI_QUICK TEST
AU_AMMONS, R.B. AND AMMONS, C.H.
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

71580 TI_TEST OF ARTICULATION
AU_GOLDMAN, RONALD AND FRISTOE, MACALYNE
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

71660 TI_VAN ALSTYNE PICTURE VOCABULARY TEST
AU_VAN ALSTYNE, DOROTHY
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

71670 TI_VERBAL LANGUAGE DEVELOPMENT SCALE
AU_MECHAM, MERLIN J.
SO_EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.

80720 TI_KUDER PREFERENCE RECORD - PERSONAL
AU_KUDER, G. FREDERIC
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

81690 TI_VOCATIONAL APPERCEPTION TEST
AU_AMMONS, ROBERT B. AND OTHERS
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

90380 TI_DELCO SCREENING TEST TO DISCOVER POTENTIAL LEARNING DIFFICULTIES IN KINDERGARTEN CHILDREN
AU_MURPHY, LAURA W. AND OTHERS

90390 TI_DENVER DEVELOPMENTAL SCREENING TEST
AU_FRANKENBURG, WILLIAM K. AND DODDS, JOSEPH B.
SO_UNIVERSITY OF COLORADO MEDICAL CENTER, DENVER
SB_01 PERSONAL - SOCIAL
02 FINE MOTOR - ADAPTIVE
03 LANGUAGE
04 GROSS MOTOR

90440 TI_EARLY DETECTION INVENTORY
AU_MCGAHAN, F.E. AND MCGAHAN, CAROLYN
SO_FOLLETT EDUCATIONAL CORP., CHICAGO, ILL.

90450 TI_EDUCATIONAL ASSESSMENT INVENTORY
AU_TODD, THOMAS W. AND HIZER, KATHLEEN
SO_PRACTICAL PROFESSIONAL PUBLICATIONS, CINCINNATI, OHIO
LI_3,4

90460 TI_EVANSTON EARLY IDENTIFICATION SCALE
AU_LANDSMAN, MYRIL AND DILLARD, HARRY
SO_FOLLETT PUBLISHING CO., CHICAGO, ILL.

90470 TI_FIRST GRADE SCREENING TEST
AU_PATE, JOHN E. AND WEBB, WARREN W.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

91100 TI_MURPHY-DURRELL DIAGNOSTIC READING READINESS TEST
AU_MURPHY, HELEN A. AND DURRELL, DONALD D.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

91105 TI_MYKELBUST PUPIL RATING SCALE
SB_01 AUDITORY COMPREHENSION
02 SPOKEN LANGUAGE
03 ORIENTATION
04 MOTOR COORDINATION
05 PERSONAL - SOCIAL BEHAVIOR
06 VERBAL - AUDITORY COMPREHENSION & SPOKEN LANGUAGE
07 NONVERBAL - ORIENTATION & MOTOR COORDINATION
& PERSONAL SOCIAL BEHAVIOR
LI_4

91230 TI_PRE-READING SCREENING PROCEDURES
AU_SLINGERLAND, BETH H.
SO_EDUCATORS PUBLISHING SERVICE, INC., CAMBRIDGE, MASS.

91240 TI_PRE-SCHOOL INVENTORY

91330 TI_A PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES
AU_VALETT, ROBERT E.
SO_FEARON PUBLISHERS, BELMONT, CALIF.
LI_4

91370 TI_SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC
LANGUAGE DISABILITY
AU_SLINGERLAND, BETH H.
SO_EDUCATORS PUBLISHING SERVICE, INC., CAMBRIDGE, MASS.
SB_01 COPYING I
02 COPYING II
03 VISUAL PERCEPTUAL MEMORY
04 VISUAL DISCRIMINATION
05 VISUAL PERCEPTUAL MEMORY (KINESTHETIC)
06 AUDITORY RECALL
07 AUDITORY SOUNDS
08 AUDITORY ASSOCIATION
LI_1,2

91395 TI_SNELLEN COLOR BLINDNESS

91396 TI_SNELLEN LETTER AND/OR E CHART

20010 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - ADVANCED
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

20020 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

20030 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY I
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

20040 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY II
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10050 TI_AMERICAN SCHOOL INTELLIGENCE TEST - ADVANCED
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10060 TI_AMERICAN SCHOOL INTELLIGENCE TEST - HIGH SCHOOL
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10070 TI_AMERICAN SCHOOL INTELLIGENCE TEST - INTERMEDIATE
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10080 TI_AMERICAN SCHOOL INTELLIGENCE TEST - PRIMARY
AU_PRATT, WILLIS E. AND OTHERS
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10090 TI_ARTHUR POINT SCALE OF PERFORMANCE TESTS - FORM I
AU_ARTHUR, GRACE
SO_STOELTING, C.H., CO., CHICAGO, ILL.

10100 TI_ARTHUR POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II
AU_ARTHUR, GRACE
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.

50110 TI_AUDITORY DISCRIMINATION TEST
AU_WEPMAN, JOSEPH M.
SO_LANGUAGE RESEARCH ASSOCIATES, CHICAGO, ILL.
SB_01 X (SAME)
02 Y (DIFFERENT)
03 TOTAL ERROR
LI_1,2,4

50120 TI_AYRES SPACE TEST
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
LI_4

10130 TI_THE BASIC CONCEPT INVENTORY
AU_ENGELMANN, SIEGFRIED
SO_FOLLETT EDUCATIONAL CORP., CHICAGO, ILL.
SB_01 PART ONE
02 PART TWO STATEMENT REPETITION
03 PART TWO QUESTIONS
04 PART THREE
LI_3,4

30140 TI_BASIC SIGHT WORD TEST
AU_DOLCH, EDWARD W.
SO_GARRARD PUBLISHING CO., CHAMPAIGN, ILL.
LI_3

50165 TI_BAYLEY SCALES OF INFANT DEVELOPMENT
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
LI_1,2

50170 TI_THE BENDER VISUAL MOTOR GESTALT TEST FOR YOUNG CHILDREN
AU_KOPPITZ, ELIZABETH M.
SO_GRUNE & STRATTON, INC., NEW YORK, N.Y.
LI_1,2,4

50180 TI_BENTON VISUAL RETENTION TEST
AU_BENTON, ARTHUR L.
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
LI_4

10185 TI_BOEHM TEST OF BASIC CONCEPTS
AU_BOEHM, ANN E.
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
SB_01 TERMS OF RELATIONS/SPACE
02 TERMS OF QUANTITY
03 TERMS OF TIME
04 MISCELLANEOUS TERMS
LI_2

60187 TI_BRISTOL SOCIAL ADJUSTMENT GUIDES
AU_STOTT, D.H. AND SYKES, E.G.
SO_EDUCATIONAL & INDUSTRIAL TESTING SERVICES
LI_1,2

60189 TI_BURK'S BEHAVIOR RATING SCALE
SB_01 EXCESSIVE SELF-BLAME
02 EXCESSIVE ANXIETY
03 EXCESSIVE WITHDRAWAL
04 EXCESSIVE DEPENDENCY
05 POOR EGO STRENGTH
06 POOR PHYSICAL STRENGTH
07 POOR COORDINATION
08 POOR INTELLECTUALITY
09 POOR ACADEMICS
10 POOR ATTENTION
11 POOR IMPULSE CONTROL
12 POOR REALITY CONTACT
13 POOR SENSE OF IDENTITY
14 EXCESSIVE SUFFERING
15 POOR ANGER CONTROL
16 EXCESSIVE SENSE OF PERSECUTION
17 EXCESSIVE SEXUALITY
18 EXCESSIVE AGRESSIVENESS
19 EXCESSIVE RESISTANCE
20 POOR SOCIAL CONFORMITY
LI_4

40189 TI_BUSWELL'S FUNDAMENTAL PROCESSES IN ARITHMETIC
SB_01 ADDITION
02 ADDITION HABITS
03 SUBTRACTION
04 SUBTRACTION HABITS
05 MULTIPLICATION
06 MULTIPLICATION HABITS
07 DIVISION
08 DIVISION HABITS
LI_3

60190 TI_CAIN-LEVINE SOCIAL COMPETENCY SCALE
AU_CAIN, LEO F. AND OTHERS
SO_CONSULTING PSYCHOLOGISTS PRESS, INC., PALO ALTO, CALIF.
LI_4

20200 TI_CALIFORNIA ACHIEVEMENT TESTS - ADVANCED
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20210 TI_CALIFORNIA ACHIEVEMENT TESTS - ELEMENTARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20220 TI_CALIFORNIA ACHIEVEMENT TESTS - JUNIOR HIGH
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20230 TI_CALIFORNIA ACHIEVEMENT TESTS - LOWER PRIMARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20240 TI_CALIFORNIA ACHIEVEMENT TESTS - UPPER PRIMARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20250 TI_CALIFORNIA BASIC SKILLS TESTS - ELEMENTARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY

20260 TI_CALIFORNIA BASIC SKILLS TESTS - INTERMEDIATE
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY

10270 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2
AU_SULLIVAN, ELIZABETH T. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY

10280 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 3
AU_SULLIVAN, ELIZABETH T. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY

10290 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 4
AU_SULLIVAN, ELIZABETH T. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY

10300 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 5
AU_SULLIVAN, ELIZABETH T. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY

60310 TI_CALIFORNIA TEST OF PERSONALITY - ADULT
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60320 TI_CALIFORNIA TEST OF PERSONALITY - ELEMENTARY
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60330 TI_CALIFORNIA TEST OF PERSONALITY - INTERMEDIATE
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60340 TI_CALIFORNIA TEST OF PERSONALITY - PRIMARY
AU_THORPE, LOUIS P., AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60350 TI_CALIFORNIA TEST OF PERSONALITY - SECONDARY
AU_THORPE, LOUIS P. AND OTHERS
SO_CALIFORNIA TEST BUREAU, MONTEREY
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

10360 TI_CATTELL INFANT INTELLIGENCE SCALE
AU_CATTELL, PSYCHE
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.

10370 TI_COLUMBIA MENTAL MATURITY SCALE
AU_BURGEMEISTER, BESSIE B. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

90380 TI_DELCO SCREENING TEST TO DISCOVER POTENTIAL LEARNING DIFFICULTIES IN KINDERGARTEN CHILDREN
AU_MURPHY, LAURA W. AND OTHERS

30385 TI_DENVER DEVELOPMENTAL SCALE
SO_LADOCA PROJECT AND PUBLISHING FOUNDATION, INC.
LI_1,2

90390 TI_DENVER DEVELOPMENTAL SCREENING TEST
AU_FRANKENBURG, WILLIAM K. AND DODDS, JOSEPH B.
SO_UNIVERSITY OF COLORADO MEDICAL CENTER, DENVER
SB_01 PERSONAL - SOCIAL
02 FINE MOTOR - ADAPTIVE
03 LANGUAGE
04 GROSS MOTOR

70395 TI_DETROIT TEST OF LEARNING APTITUDE
AU_BAKER, HARRY J. AND LELAND, BERNICE
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.
SB_01 PICTORIAL ABSURDITIES
02 VERBAL ABSURDITIES
03 PICTORIAL OPPOSITES
04 VERBAL OPPOSITES
05 MOTOR SPEED AND PRECISION
06 AUDITORY ATTENTION SPAN FOR UNRELATED WORDS
07 ORAL COMMISSIONS
08 SOCIAL ADJUSTMENT A
09 VISUAL ATTENTION SPAN FOR OBJECTS
10 ORIENTATION
11 FREE ASSOCIATION
12 MEMORY FOR DESIGNS
13 AUDITORY ATTENTION SPAN FOR RELATED SYLLABLES
14 NUMBER ABILITY
15 SOCIAL ADJUSTMENT B
16 VISUAL ATTENTION SPAN FOR LETTERS
17 DISARRANGED PICTURES
18 ORAL DIRECTIONS
19 LIKENESSES AND DIFFERENCES
LI_1,2

50400 TI_DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION
AU_BEERY, KEITH E. AND BUKTENICA, NORMAN A.
SO_FOLLETT EDUCATIONAL CORP., CHICAGO, ILL.
LI_1,2,4

60410 TI_DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE
AU_SPIVACK, GEORGE AND SWIFT, MARSHALL
SO_DEVEREUX FOUNDATION, DEVON, PA.
SB_01 CLASSROOM DISTURBANCE
02 IMPATIENCE
03 DISRESPECT - DEFIANCE
04 EXTERNAL BLAME
05 ACHIEVEMENT ANXIETY
06 EXTERNAL RELIANCE
07 COMPREHENSION
08 INATTENTIVE-WITHDRAWN
09 IRRELEVANT-RESPONSIVENESS
10 CREATIVE INITIATIVE
11 NEED CLOSENESS TO TEACHER

30420 TI_DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS
AU_DOREN, MARGARET
SO_EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.

30430 TI_DURRELL ANALYSIS OF READING DIFFICULTY
AU_DURRELL, DONALD D.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 ORAL READING
02 SILENT READING
03 LISTENING COMPREHENSION
04 WORD RECOGNITION (FLASH
05 WORD ANALYSIS
06 LETTERS: NAME, IDENT, MATCH
07 VISUAL MEMORY OF WORDS
08 HEARING SOUNDS IN WORDS
09 VISUAL MEMORY OF WORDS
10 PHONIC SPELLING OF WORDS
11 SPELLING TEST
12 HANDWRITING
LI_1,2,3

90440 TI_EARLY DETECTION INVENTORY
AU_MCGAHAN, F.E. AND MCGAHAN, CAROLYN
SO_FOLLETT EDUCATIONAL CORP., CHICAGO, ILL.

90[illegible] TI_EDUCATIONAL ASSESSMENT INVENTORY
AU_TODD, THOMAS W. AND HIZER, KATHLEEN
SO_PRACTICAL PROFESSIONAL PUBLICATIONS, CINCINNATI, OHIO
LI_3,4

90460 TI_EVANSTON EARLY IDENTIFICATION SCALE
AU_LANDSMAN, MYRIL AND DILLARD, HARRY
SO_FOLLETT PUBLISHING CO., CHICAGO, ILL.

90470 TI_FIRST GRADE SCREENING TEST
AU_PATE, JOHN E. AND WEBB, WARREN W.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

50475 TI_FROSTIG MOVEMENT SKILLS TEST BATTERY
SO_CONSULTING PSYCHOLOGISTS PRESS, INC.,
PALO ALTO, CALIF.
LI_1,2

10480 TI_FULL-RANGE PICTURE VOCABULARY TEST
AU_AMMONS, ROBERT B. AND AMMONS, HELEN S.
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

20570 TI_GATES READING READINESS TESTS
AU_GATES, ARTHUR I.
SO_BUREAU OF PUBLICATIONS, NEW YORK, N.Y.

30490 TI_GATES-MACGINITIE READING TESTS - PRIMARY A
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30500 TI_GATES-MACGINITIE READING TESTS - PRIMARY B
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30510 TI_GATES-MACGINITIE READING TESTS - PRIMARY C
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30520 TI_GATES-MACGINITIE READING TESTS - PRIMARY CS
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
LI_1,2

30530 TI_GATES-MACGINITIE READING TESTS - SURVEY D
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

30540 TI_GATES-MACGINITIE READING TESTS - SURVEY E
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

30550 TI_GATES-MACGINITIE READING TESTS - SURVEY F
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

30560 TI_GATES-MCKILLOP READING DIAGNOSTIC TESTS
AU_GATES, ARTHUR I. AND MCKILLOP, ANNE S.
SO_TEACHERS COLLEGE PRESS, NEW YORK, N.Y.
SB_01 ORAL READING
02 WORDS: FLASH PRESENTATION
03 WORDS: UNTIMED PRESENTATION
04 PHRASES: FLASH PRESENTATION
05 RECOGNIZING AND BLENDING COMMON WORD PARTS
06 GIVING LETTER SOUNDS
07 NAMING CAPITAL LETTERS
08 NAMING LOWER-CASE LETTERS
09 NONSENSE WORDS
10 INITIAL LETTERS
11 FINAL LETTERS
12 VOWELS
13 AUDITORY BLENDING
14 SPELLING
15 ORAL VOCABULARY
16 SYLLABICATION
17 AUDITORY DISCRIMINATION
LI_1,2,3

10580 TI_GESELL DEVELOPMENTAL SCHEDULES
AU_GESELL, ARNOLD AND OTHERS
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.

30590 TI_GRAY ORAL READING TEST
AU_GRAY, WILLIAM S.
SO_BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

60595 TI_GUESS WHO?
SB_01 POSITIVE SCORES
02 NEGATIVE SCORES

10600 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 3-6
AU_LAMKE, TOM A. AND NELSON, M.J.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10610 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 6-9
AU_LAMKE, TOM A. AND NELSON, M.J.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10620 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 9-12
AU_LAMKE, TOM A. AND NELSON, M.J.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10625 TI_HISKEY-NEBRASKA TEST OF LEARNING APTITUDE
AU_HISKEY, MARSHALL S.
SO_UNION COLLEGE PRESS, LINCOLN, NEBR.
SB_01 BEAD PATTERNS
02 MEMORY FOR COLOR
03 PICTURE IDENTIFICATION
04 PICTURE ASSOCIATION
05 PAPER FOLDING
06 VISUAL ATTENTION SPAN
07 BLOCK PATTERNS
08 COMPLETION OF DRAWINGS
09 MEMORY FOR DIGITS
10 PUZZLE BLOCKS
11 PICTURE ANALOGIES
12 SPATIAL REASONING
LI_1

70630 TI_ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES
AU_KIRK, SAMUEL A. AND OTHERS
SO_UNIVERSITY OF ILLINOIS PRESS, URBANA
SB_01 AUDITORY RECEPTION
02 VISUAL RECEPTION
03 AUDITORY ASSOCIATION
04 VISUAL ASSOCIATION
05 VERBAL EXPRESSION
06 MANUAL EXPRESSION
07 GRAMMATIC CLOSURE
08 VISUAL CLOSURE
09 AUDITORY SEQUENTIAL MEMORY
10 VISUAL SEQUENTIAL MEMORY
11 AUDITORY CLOSURE
12 SOUND BLENDING
LI_1,2,4

30640 TI_INDIVIDUAL READING EVALUATION
AU_ALPERT, HARVEY AND KRAVITZ, ALVIN
SO_NEW DIMENSIONS IN EDUCATION, INC., JERICHO, N.Y.

30650 TI_INFORMAL ORAL READING INVENTORY
AU_BETTS, E.A.
SO_AMERICAN BOOK CO., NEW YORK, N.Y.
LI_3

30660 TI_IOWA SILENT READING TESTS - ADVANCED
AU_GREENE, H.A. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

30670 TI_IOWA SILENT READING TESTS - ELEMENTARY
AU_GREENE, H.A. AND KELLEY, V.H.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

20680 TI_IOWA TESTS OF BASIC SKILLS
AU_LINDQUIST, E.F. AND HIERONYMUS, A.N.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.
SB_01 VOCABULARY
02 READING COMPREHENSION
03 LANGUAGE SKILLS
04 WORK-STUDY SKILLS
05 ARITHMETIC SKILLS
LI_1,2

20690 TI_IOWA TESTS OF EDUCATIONAL DEVELOPMENT
AU_LINDQUIST, E.F. AND FELDT, LEONARD S.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

50700 TI_KAHN TEST OF SYMBOL ARRANGEMENT
AU_KAHN, THEODORE C.
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

40710 TI_KEYMATH DIAGNOSTIC ARITHMETIC TEST
AU_CONNOLLY, AUSTIN J. AND OTHERS
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.
SB_01 NUMERATION
02 FRACTIONS
03 GEOMETRY & SYMBOLS
04 ADDITION
05 SUBTRACTION
06 MULTIPLICATION
07 DIVISION
08 MENTAL COMPUTATION
09 NUMERICAL REASONING
10 WORD PROBLEMS
11 MISSING ELEMENTS
12 MONEY
13 MEASUREMENTS
14 TIME
LI_1,2,3

80720 TI_KUDER PREFERENCE RECORD - PERSONAL
AU_KUDER, G. FREDERIC
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

10730 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL A
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10740 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL B
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10750 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL CD
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10760 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL D
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10770 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL EF
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10780 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL G
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10790 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL H
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10800 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL K
AU_KUHLMANN, F. AND ANDERSON, ROSE G.
SO_PERSONNEL PRESS, INC., PRINCETON, N.J.

10810 TI_KUHLMANN-FINCH TESTS - LEVEL I
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10820 TI_KUHLMANN-FINCH TESTS - LEVEL II
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10830 TI_KUHLMANN-FINCH TESTS - LEVEL III
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10840 TI_KUHLMANN-FINCH TESTS - LEVEL IV
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10870 TI_KUHLMANN-FINCH TESTS - LEVEL JUNIOR HIGH
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10880 TI_KUHLMANN-FINCH TESTS - LEVEL SENIOR HIGH
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10850 TI_KUHLMANN-FINCH TESTS - LEVEL V
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10860 TI_KUHLMANN-FINCH TESTS - LEVEL VI
AU_FINCH, FRANK H.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

20890 TI_LEE-CLARK READING READINESS TEST
AU_LEE, J. MURRAY AND CLARK, WILLIS W.
SO_CALIFORNIA TEST BUREAU, MONTEREY

10900 TI_LEITER INTERNATIONAL PERFORMANCE SCALE
AU_LEITER, RUSSELL GRAYDON AND ARTHUR, GRACE
SO_STOELTING, C.H., CO., CHICAGO, ILL.
LI_1

50910 TI_LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE
AU_SLOAN, WILLIAM
SO_STOELTING, C.H., CO., CHICAGO, ILL.
LI_1,2

10920 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - LEVEL 1
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10930 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - LEVEL 2
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10940 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - MULTI-LEVEL
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

50950 TI_THE MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION
AU_FROSTIG, MARIANNE AND OTHERS
SO_CONSULTING PSYCHOLOGISTS PRESS, INC., PALO ALTO, CALIF.
SB_01 EYE MOTOR COORDINATION
02 FIGURE-GROUND DISCRIMINATION
03 FORM CONSTANCY
04 POSITION IN SPACE
05 SPATIAL RELATIONS
LI_4

20960 TI_MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS
AU_BANHAM, KATHARINE M.
SO_EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.

50970 TI_MEMORY-FOR-DESIGNS TEST
AU_GRAHAM, FRANCES K. AND KENDALL, BARBARA S.
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.
LI_4

70[illegible] TI_MENYUK SENTENCE TEST
LI_1,2

40976 TI_MERC BASIC MATH INVENTORY
SB_01 SMALLEST OBJECT
02 BIGGEST OBJECT
03 MATCHING NUMERALS
04 ORAL COUNTING
05 NAMING NUMERALS
06 WRITING NUMERALS
07 COUNTING OBJECTS
08 LESS THAN
09 MORE THAN
10 NUMERAL SEQUENCING
11 IDENTIFYING ORDINAL NUMBERS
12 NUMBER WORDS
LI_3

70977 TI_MERC SPEECH & LANGUAGE SCREENING INSTRUMENT
SB_01 ARTICULATION
02 RATE OF INTELLIGIBILITY
03 RHYTHM
04 PITCH
05 VOLUME
06 QUALITY
07 LANGUAGE
08 SYNTAX
09 GRAMMAR
LI_3

10980 TI_MERRILL-PALMER PRE-SCHOOL PERFORMANCE TESTS
AU_STUTSMAN, RACHEL
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

10990 TI_MERRILL-PALMER SCALE OF MENTAL TESTS
AU_STUTSMAN, RACHEL
SO_STOELTING, C.H., CO., CHICAGO, ILL.
SB_01 STUTSMAN COLOR - MATCHING TEST
02 WALLIN PEG BOARDS
03 STUTSMAN BUTTONING TEST
04 STICK-AND-STRING TEST
05 STUTSMAN LANGUAGE TEST
06 STUTSMAN PICTURE FORMBOARD
07 MARE AND FOAL FORMBOARD
08 SEGUIN-GODDARD FORMBOARD
09 MANIKIN TEST
10 DECROLY MATCHING GAME
11 STUTSMAN NESTED CUBES
12 ACTION AGENT TEST
13 COPYING TEST
14 PYRAMID TEST
15 LITTLE PINK TOWER TEST

21000 TI_METROPOLITAN ACHIEVEMENT TESTS - ADVANCED
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
LI_1,2

21010 TI_METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD KNOWLEDGE
02 READING
03 LANGUAGE
04 SPELLING
05 MATHEMATICS COMPUTATION
06 MATHEMATICS CONCEPTS
07 MATHEMATICS PROBLEM SOLVING
08 TOTAL READING
09 TOTAL MATHEMATICS
LI_1,2

21020 TI_METROPOLITAN ACHIEVEMENT TESTS - HIGH SCHOOL
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
LI_1,2

21030 TI_METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
LI_1,2

21040 TI_METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD KNOWLEDGE
02 WORD ANALYSIS
03 READING
04 MATHEMATICS
LI_1,2

21050 TI_METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II
AU_DUROST, WALTER N. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD KNOWLEDGE
02 WORD ANALYSIS
03 READING
04 SPELLING
05 MATHEMATICS COMPUTATION
06 MATHEMATICS CONCEPTS
07 MATHEMATICS PROBLEM SOLVING
LI_1,2

21060 TI_METROPOLITAN READINESS TESTS
AU_HILDRETH, GERTRUDE H. AND GRIFFITHS, NELLIE L.
SO_NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH
SB_01 WORD MEANING
02 LISTENING
03 MATCHING
04 ALPHABET
05 NUMBERS
06 COPYING
07 DRAW-A-MAN
LI_1,2

71070 TI_MICHIGAN LANGUAGE PROGRAM
AU_SMITH, DONALD E.
SO_ANN ARBOR PUBLISHERS, INC., MICH.

51080 TI_MINNESOTA PERCEPTO-DIAGNOSTIC TEST
AU_FULLER, G.B. AND LAIRD, J.T.
SO_CLINICAL PSYCHOLOGY PUBLISHING CO., INC.
LI_4

91100 TI_MURPHY-DURRELL DIAGNOSTIC READING READINESS TEST
AU_MURPHY, HELEN A. AND DURRELL, DONALD D.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

91105 TI_MYKELBUST PUPIL RATING SCALE
SB_01 AUDITORY COMPREHENSION
02 SPOKEN LANGUAGE
03 ORIENTATION
04 MOTOR COORDINATION
05 PERSONAL - SOCIAL BEHAVIOR
06 VERBAL - AUDITORY COMPREHENSION & SPOKEN LANGUAGE
07 NONVERBAL - ORIENTATION & MOTOR COORDINATION
& PERSONAL SOCIAL BEHAVIOR
LI_4

41120 TI_NOONAN-SPRADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS
AU_NOONAN, BARRY AND SPRADLEY, THOMAS S.
SO_ALLIED EDUCATION COUNCIL, GALIEN, MICH.
LI_3

71130 TI_NORTHWESTERN SYNTAX SCREENING TEST
AU_LEE, LAURA LOUISE
SO_NORTHWESTERN UNIV., EVANSTON, ILL.
LI_2

11140 TI_OTIS GROUP INTELLIGENCE SCALE - ADVANCED
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11150 TI_OTIS GROUP INTELLIGENCE SCALE - PRIMARY
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11160 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11170 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - BETA
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

11180 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - GAMMA
AU_OTIS, ARTHUR S.
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

21190 TI_PEABODY INDIVIDUAL ACHIEVEMENT TEST
AU_DUNN, LLOYD M. AND MARKWARDT, JR., FREDERICK C.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.
SB_01 MATHEMATICS
02 READING RECOGNITION
03 READING COMPREHENSION
04 SPELLING
05 GENERAL INFORMATION
LI_1,2,3

71200 TI_PEABODY PICTURE VOCABULARY TEST
AU_DUNN, LLOYD M.
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.
LI_1,2

61210 TI_PETERSON-QUAY BEHAVIOR PROBLEM CHECKLIST
AU_PETERSON, DONALD R. AND QUAY, HERBERT C.
SO_CHILDREN'S RESEARCH CENTER, UNIV. OF ILLINOIS, CHAMPAIGN

11220 TI_PICTORIAL TEST OF INTELLIGENCE
AU_FRENCH, JOSEPH L.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.
SB_01 PICTURE VOCABULARY
02 FORM DISCRIMINATION
03 INFORMATION AND COMPREHENSION
04 SIMILARITIES
05 SIZE AND NUMBER
06 IMMEDIATE RECALL
LI_1

71225 TI_PICTURE STORY LANGUAGE DEVELOPMENT
SO_GRUNE & STRATTON, INC., NEW YORK, N.Y.
LI_1,2

91230 TI_PRE-READING SCREENING PROCEDURES
AU_SLINGERLAND, BETH H.
SO_EDUCATORS PUBLISHING SERVICE, INC., CAMBRIDGE, MASS.

91240 TI_PRE-SCHOOL INVENTORY

11260 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 2-4
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
SB_01 VERBAL MEANING
02 SPATIAL RELATIONS
03 NUMBER FACILITY
04 PERCEPTUAL SPEED

11270 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 4-6
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11280 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 6-9
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11[illegible] TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 9-12
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11250 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES K-1
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
SB_01 VERBAL MEANING
02 PERCEPTUAL SPEED
03 NUMBER FACILITY
04 SPATIAL RELATIONS

51290 TI_PRIMARY VISUAL MOTOR TEST
AU_HAWORTH, MARY R.
SO_GRUNE & STRATTON, INC., NEW YORK, N.Y.

11300 TI_PROGRESSIVE MATRICES - ADVANCED PROGRESSIVE MATRICES
AU_RAVEN, J.C.
SO_LEWIS, H.K. & CO., LTD., LONDON, ENGLAND

11310 TI_PROGRESSIVE MATRICES - COLORED PROGRESSIVE MATRICES
AU_RAVEN, J.C.
SO_LEWIS, H.K. & CO., LTD., LONDON, ENGLAND

11320 TI_PROGRESSIVE MATRICES - STANDARD PROGRESSIVE MATRICES
AU_RAVEN, J.C.
SO_LEWIS, H.K. & CO., LTD., LONDON, ENGLAND

91330 TI_A PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES
AU_VALETT, ROBERT E.
SO_FEARON PUBLISHERS, BELMONT, CALIF.
LI_4

51340 TI_THE PURDUE PERCEPTUAL-MOTOR SURVEY
AU_ROACH, EUGENE G. AND KEPHART, NEWELL C.
SO_MERRILL, CHARLES E., PUBLISHING CO., COLUMBUS, OHIO
SB_01 WALKING BOARD
02 JUMPING
03 IDENTIFICATION OF BODY PARTS
04 IMITATION OF MOVEMENTS
05 OBSTACLE COURSE
06 KRAUS-WEBER
07 ANGELS SNOW
08 CHALKBOARD
09 RHYTHMIC WRITING
10 OCULAR PURSUITS
11 VISUAL ACHIEVEMENT FORMS
LI_1,2,4

71350 TI_QUICK TEST
AU_AMMONS, R.B. AND AMMONS, C.H.
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

31360 TI_READING APTITUDE TESTS
AU_MONROE, MARION
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

61365 TI_SELF CONCEPT AS A LEARNER
SB_01 MOTIVATION
02 [illegible]K ORIENTATION
03 PROBLEM SOLVING OR INTELLECTUAL ABILITY
04 CLASS MEMBER

91370 TI_SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY
AU_SLINGERLAND, BETH H.
SO_EDUCATORS PUBLISHING SERVICE, INC., CAMBRIDGE, MASS.
SB_01 COPYING I
02 COPYING II
03 VISUAL PERCEPTUAL MEMORY
04 VISUAL DISCRIMINATION
05 VISUAL PERCEPTUAL MEMORY (KINESTHETIC)
06 AUDITORY RECALL
07 AUDITORY SOUNDS
08 AUDITORY ASSOCIATION
LI_1,2

11380 TI_SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS
AU_SLOSSON, RICHARD L.
SO_SLOSSON EDUCATIONAL PUBLICATIONS, EAST AURORA, N.Y.
LI_1

31390 TI_SLOSSON ORAL READING TEST
AU_SLOSSON, RICHARD L.
SO_SLOSSON EDUCATIONAL PUBLICATIONS, EAST AURORA, N.Y.
LI_3

91395 TI_SNELLEN COLOR BLINDNESS

91396 TI_SNELLEN LETTER AND/OR E CHART

51400 TI_SOUTHERN CALIFORNIA FIGURE-GROUND VISUAL PERCEPTION TEST
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
LI_4

51410 TI_SOUTHERN CALIFORNIA KINESTHESIA AND TACTILE PERCEPTION TESTS
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
SB_01 KINESTHESIA
02 MANUAL FORM PERCEPTION
03 FINGER IDENTIFICATION
04 GRAPHESTHESIA
05 DOUBLE TACTILE STIMULI PERCEPTION
06 LOCALIZATION OF TACTILE STIMULI
LI_4

51420 TI_SOUTHERN CALIFORNIA MOTOR ACCURACY TEST
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
LI_1,2,4

51430 TI_SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS
AU_AYRES, A. JEAN
SO_WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.
SB_01 IMITATION OF POSTURES
02 CROSSING MID-LINE OF BODY
03 BILATERAL MOTOR COORDINATION
04 RIGHT-LEFT DISCRIMINATION
05 STANDING BALANCE, EYES OPEN
06 STANDING BALANCE, EYES CLOSED
LI_4

21440 TI_SRA ACHIEVEMENT SERIES - GRADES 1-2
AU_THORPE, LOUIS P. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21450 TI_SRA ACHIEVEMENT SERIES - GRADES 2-4
AU_THORPE, LOUIS P. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21460 TI_SRA ACHIEVEMENT SERIES - GRADES 4-6
AU_THORPE, LOUIS P. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21470 TI_SRA ACHIEVEMENT SERIES - GRADES 6-9
AU_THORPE, LOUIS P. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21435 TI_SRA ACHIEVEMENT SERIES - PRIMARY I
AU_NASLUND, ROBERT A. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

21436 TI_SRA ACHIEVEMENT SERIES - PRIMARY II
AU_NASLUND, ROBERT A. AND OTHERS
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
LI_1,2

51475 TI_A STANDARDIZED ROAD-MAP TEST OF DIRECTION SENSE
AU_MONEY, JOHN AND OTHERS
SO_JOHNS HOPKINS PRESS, BALTIMORE, MD.
LI_4

21480 TI_STANFORD ACHIEVEMENT TEST - ADVANCED
AU_KELLEY, TRUMAN L. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 PARAGRAPH MEANING
02 SPELLING
03 LANGUAGE
04 ARITHMETIC COMPUTATION
05 ARITHMETIC CONCEPTS
06 ARITHMETIC APPLICATIONS
07 SOCIAL STUDIES
08 SCIENCE
LI_1,2

21490 TI_STANFORD ACHIEVEMENT TEST - EARLY SCHOOL I
AU_MADDEN, RICHARD AND GARDNER, ERIC F.
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 ENVIRONMENT
02 MATHEMATICS
03 LETTERS AND SOUNDS
04 AURAL COMPREHENSION
LI_1,2

21500 TI_STANFORD ACHIEVEMENT TEST - EARLY SCHOOL II
AU_MADDEN, RICHARD AND GARDNER, ERIC F.
SD_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 ENVIRONMENT
02 MATHEMATICS
03 LETTERS AND SOUNDS
04 AURAL COMPREHENSION
05 WORD READING
06 SENTENCE READING
LI_1,2

21510 TI_STANFORD ACHIEVEMENT TEST - INTERMEDIATE I
AU_KELLEY, TRUMAN L. AND OTHERS
SD_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SPELLING
04 WORD STUDY SKILLS
05 LANGUAGE
06 ARITHMETIC COMPUTATION
07 ARITHMETIC CONCEPTS
08 ARITHMETIC APPLICATIONS
09 SOCIAL STUDIES
10 SCIENCE
LI_1,2

21520 TI_STANFORD ACHIEVEMENT TEST - INTERMEDIATE II
AU_KELLEY, TRUMAN L. AND OTHERS
SD_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SPELLING
04 LANGUAGE
05 ARITHMETIC COMPUTATION
06 ARITHMETIC CONCEPTS
07 ARITHMETIC APPLICATIONS
08 SOCIAL STUDIES
09 SCIENCE
LI_1,2

21530 TI_STANFORD ACHIEVEMENT TEST - PRIMARY I
AU_KELLEY, TRUMAN L. AND OTHERS
SD_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD READING
02 PARAGRAPH MEANING
03 VOCABULARY
04 SPELLING
05 WORD STUDY SKILLS
06 ARITHMETIC
LI_1,2

21540 TI_STANFORD ACHIEVEMENT TEST - PRIMARY II
AU_KELLEY, TRUMAN L. AND OTHERS
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SCIENCE AND SOCIAL STUDIES CONCEPTS
04 SPELLING
05 WORD STUDY SKILLS
06 LANGUAGE
07 ARITHMETIC COMPUTATION
08 ARITHMETIC CONCEPTS
LI_1,2

41555 TI_STANFORD DIAGNOSTIC ARITHMETIC TEST, LEVEL I
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 CONCEPTS, NUMBER SYSTEM
02 CONCEPTS, OPERATIONS
03 CONCEPTS, PLACE VALUE
04 COMPUTATION, ADDITION
05 COMPUTATION, SUBTRACTION
06 COMPUTATION, MULTIPLICATION
07 COMPUTATION, DIVISION
08 NUMBER FACTS, ADDITION
09 NUMBER FACTS, SUBTRACTION
10 NUMBER FACTS, MULTIPLICATION
11 NUMBER FACTS, DIVISION
LI_1,2,3

41556 TI_STANFORD DIAGNOSTIC ARITHMETIC TEST, LEVEL II
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 CONCEPTS A
02 CONCEPTS B
03 COMPUTATION A
04 COMPUTATION B
05 COMPUTATION C
06 COMMON FRACTIONS A
07 COMMON FRACTIONS B
08 NUMBER FACTS, FRACTIONS & PERCENT
09 NUMBER FACTS, ADDITION
10 NUMBER FACTS, SUBTRACTION
11 NUMBER FACTS, MULTIPLICATION
12 NUMBER FACTS, DIVISION
13 NUMBER FACTS, CARRYING
LI_1,2,3

31557 TI_STANFORD DIAGNOSTIC READING TEST, LEVEL I
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 READING COMPREHENSION
02 VOCABULARY
03 AUDITORY DISCRIMINATION
04 SYLLABICATION
05 BEGINNING AND ENDING SOUNDS
06 BLENDING AND ENDING SOUNDS
07 SOUND DISCRIMINATION
LI_1,2,3

31558 TI_STANFORD DIAGNOSTIC READING TEST, LEVEL II
SO_HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
SB_01 LITERAL
02 INFERENTIAL
03 VOCABULARY
04 SYLLABICATION
05 SOUND DISCRIMINATION
06 BLENDING
07 RATE OF READING
LI_1,2,3

11550 TI_STANFORD-BINET INTELLIGENCE SCALE
AU_TERMAN, LEWIS M. AND MERRILL, MAUD A.
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.
LI_1

11560 TI_TERMAN-MCNEMAR TEST OF MENTAL ABILITY
AU_TERMAN, LEWIS M. AND MCNEMAR, QUINN
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

21570 TI_TEST OF ACADEMIC PROGRESS
AU_SCANNELL, DALE P. AND OTHERS
SO_HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

71580 TI_TEST OF ARTICULATION
AU_GOLDMAN, RONALD AND FRISTOE, MACALYNE
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

51590 TI_TEST OF AUDITORY DISCRIMINATION
AU_GOLDMAN, RONALD AND OTHERS
SO_AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.
LI_4

51600 TI_TEST OF AUDITORY PERCEPTION
AU_SABATINO, D.A.
SO_SABATINO, D.A.
LI_4

11620 TI_TESTS OF GENERAL ABILITY - GRADES 2-4
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11630 TI_TESTS OF GENERAL ABILITY - GRADES 4-6
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11640 TI_TESTS OF GENERAL ABILITY - GRADES 6-9
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11650 TI_TESTS OF GENERAL ABILITY - GRADES 9-12
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11610 TI_TESTS OF GENERAL ABILITY - GRADES K-2
AU_FLANAGAN, JOHN C.
SO_SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

71660 TI_VAN ALSTYNE PICTURE VOCABULARY TEST
AU_VAN ALSTYNE, DOROTHY
SO_HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

71670 TI_VERBAL LANGUAGE DEVELOPMENT SCALE
AU_MECHAM, MERLIN J.
SO_EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.

61680 TI_VINELAND SOCIAL MATURITY SCALE
AU_DOLL, EDGAR A.
SO_EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.
SB_01 SELF HELPS
02 TRAVELS INDEPENDENTLY
03 USES GRAPHIC IMPLEMENTS
04 PLAYS COMPETITIVE GAMES
05 USES TOYS OR TOOLS PROPERLY
06 DEMONSTRATES GRAPHIC PRODUCTION
07 USES MONEY PROPERLY
08 CONCEPTS OF TIME
09 PLAYS WITH OTHERS
10 READS INDEPENDENTLY
11 DOES COOPERATIVE WORK
12 CARES FOR SELF OR OTHERS
13 DOES CREATIVE WORK
LI_1,2,4

81690 TI_VOCATIONAL APPERCEPTION TEST
AU_AMMONS, ROBERT B. AND OTHERS
SO_PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

11700 TI_WECHSLER ADULT INTELLIGENCE SCALE
AU_WECHSLER, DAVID
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
SB_01 INFORMATION
02 COMPREHENSION
03 ARITHMETIC
04 SIMILARITIES
05 DIGIT SPAN
06 VOCABULARY
07 VERBAL SCORE
08 DIGIT SYMBOL
09 PICTURE COMPLETION
10 BLOCK DESIGN
11 PICTURE ARRANGEMENT
12 OBJECT ASSEMBLY
13 PERFORMANCE SCORE
LI_1,4

11720 TI_WECHSLER INTELLIGENCE SCALE FOR CHILDREN
AU_WECHSLER, DAVID
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
SB_01 INFORMATION
02 COMPREHENSION
03 ARITHMETIC
04 SIMILARITIES
05 VOCABULARY
06 VERBAL SCORE
07 DIGIT SPAN
08 PICTURE COMPLETION
09 PICTURE ARRANGEMENT
10 BLOCK DESIGN
11 OBJECT ASSEMBLY
12 CODING
13 MAZES
14 PERFORMANCE SCORE

11730 TI_WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE
AU_WECHSLER, DAVID
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.
SB_01 INFORMATION
02 ANIMAL HOUSE
03 VOCABULARY
04 PICTURE COMPLETION
05 ARITHMETIC
06 MAZES
07 GEOMETRIC DESIGN
08 SIMILARITIES
09 BLOCK DESIGN
10 COMPREHENSION
11 SENTENCES
LI_1,4

11710 TI_WECHSLER-BELLEVUE INTELLIGENCE SCALE
AU_WECHSLER, DAVID
SO_PSYCHOLOGICAL CORP., NEW YORK, N.Y.

61735 TI_WHEN DO I SMILE

21740 TI_THE WIDE RANGE ACHIEVEMENT TEST - LEVEL I
AU_JASTAK, J.F. AND OTHERS
SO_GUIDANCE ASSOCIATES, WILMINGTON, DEL.
SB_01 READING
02 SPELLING
03 ARITHMETIC
LI_1,2

21750 TI_THE WIDE RANGE ACHIEVEMENT TEST - LEVEL II
AU_JASTAK, J.F. AND OTHERS
SO_GUIDANCE ASSOCIATES, WILMINGTON, DEL.
SB_01 READING
02 SPELLING
03 ARITHMETIC
LI_1,2

31755 TI_WISCONSIN R & D WORD ATTACK
SB_01 LEVEL A, RHYMING WORDS
02 LEVEL A, RHYMING PHRASES & VERSES
03 LEVEL A, LIKENESSES & DIFFERENCES (PICTURES)
04 LEVEL A, LIKENESSES & DIFFERENCES, (LETTERS & NUMBERS)
05 LEVEL A, LIKENESSES & DIFFERENCES, (WORDS & PHRASES)
06 LEVEL A, INITIAL CONSONANT SOUNDS
07 LEVEL B, BEGINNING CONSONANT SOUNDS
08 LEVEL B, ENDING CONSONANT SOUNDS
09 LEVEL B, CONSONANT BLENDS
10 LEVEL B, RHYMING ELEMENTS
11 LEVEL B, SHORT VOWELS
12 LEVEL B, SIMPLE CONSONANT DIGRAPHS
13 LEVEL B, COMPOUND WORDS
14 LEVEL B, CONTRACTIONS
15 LEVEL B, BASE WORDS & ENDINGS
16 LEVEL B, PLURALS
17 LEVEL B, POSSESSIVE FORMS
18 LEVEL C, CONSONANTS & THEIR VARIANT SOUNDS
19 LEVEL C, CONSONANT BLENDS
20 LEVEL C, LONG VOWEL SOUNDS
21 LEVEL C, VOWEL PLUS R, A PLUS L, A PLUS W
22 LEVEL C, DIPTHONGS EW, OI, OY, OU, OW
23 LEVEL C, LONG & SHORT OO
24 LEVEL C, SHORT VOWEL GENERALIZATION
25 LEVEL C, SILENT E GENERALIZATION
26 LEVEL C, TWO VOWELS TOGETHER - GENERALIZATION
27 LEVEL C, FINAL VOWEL GENERALIZATION
28 LEVEL C, COMMON CONSONANT DIGRAPHS
29 LEVEL C, BASE WORDS WITH PREFIXES & SUFFIXES
30 LEVEL C, MORE DIFFICULT PLURAL FORMS
31 LEVEL C, HOMONYMS
32 LEVEL C, SYNONYMS & ANTONYMS
33 LEVEL C, MEANING OF MULTIPLE MEANING WORDS
34 LEVEL D, THREE LETTER CONSONANT BLENDS
35 LEVEL D, SIMPLE PRINCIPLES OF SILENT LETTERS
36 LEVEL D, SYLLABICATION
37 LEVEL D, ACCENT
38 LEVEL D, UNACCENTED SCHWA
39 LEVEL D, POSSESSIVE FORMS

31760 TI_WORD ANALYSIS TESTS
AU_HERR, SELMA E.
SO_INSTRUCTIONAL MATERIALS AND EQUIPMENT DISTRIBUTORS, LOS ANGELES, CALIF.

NRRC/P
NATIONAL REGIONAL
RESOURCE CENTER
OF PENNSYLVANIA

-ALLIED EDUCATION COUNCIL, GALIEN, MICH. 00001
-AMERICAN BOOK CO., NEW YORK, N.Y. 00002
-AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN. 00003
-AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN. 00004
-ANN ARBOR PUBLISHERS, INC., MICH. 00005
-BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND. 00006
-BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND. 00007
-BUREAU OF PUBLICATIONS, NEW YORK, N.Y. 00008
-CALIFORNIA TEST BUREAU, MONTEREY 00009
-CALIFORNIA TEST BUREAU, MONTEREY 00010
-CALIFORNIA TEST BUREAU, MONTEREY 00011
-CALIFORNIA TEST BUREAU, MONTEREY 00012
-CALIFORNIA TEST BUREAU, MONTEREY 00013
-CHILDREN'S RESEARCH CENTER, UNIV. OF ILLINOIS, CHAMPAIGN 00014
-CLINICAL PSYCHOLOGY PUBLISHING CO., INC. 00015
-CONSULTING PSYCHOLOGISTS PRESS, INC., 00016
-CONSULTING PSYCHOLOGISTS PRESS, INC., PALO ALTO, CALIF. 00017
-DEVEREUX FOUNDATION, DEVON, PA. 00018
-EDUCATIONAL & INDUSTRIAL TESTING SERVICES 00019
-EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN. 00020
-EDUCATORS PUBLISHING SERVICE, INC., CAMBRIDGE, MASS. 00021
-FEARON PUBLISHERS, BELMONT, CALIF. 00022
-FOLLETT EDUCATIONAL CORP., CHICAGO, ILL. 00023
-FOLLETT PUBLISHING CO., CHICAGO, ILL. 00024
-GARRARD PUBLISHING CO., CHAMPAIGN, ILL. 00025
-GRUNE & STRATTON, INC., NEW YORK, N.Y. 00026
-GUIDANCE ASSOCIATES, WILMINGTON, DEL. 00027
-HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y. 00028
-HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y. 00029
-HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y. 00030
-HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y. 00031
-HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y. 00032
-HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y. 00033
-HOUGHTON MIFFLIN CO., NEW YORK, N.Y. 00034
-HOUGHTON MIFFLIN CO., NEW YORK, N.Y. 00035
-INSTRUCTIONAL MATERIALS AND EQUIPMENT DISTRIBUTORS, LOS ANGELES, 00036
-JOHNS HOPKINS PRESS, BALTIMORE, MD. 00037
-LADOCA PROJECT AND PUBLISHING FOUNDATION, INC. 00038
-LANGUAGE RESEARCH ASSOCIATES, CHICAGO, ILL. 00039
-LEWIS, H.K. & CO., LTD., LONDON, ENGLAND 00040
-MERRILL, CHARLES E., PUBLISHING CO., COLUMBUS, OHIO 00041
-NEW DIMENSIONS IN EDUCATION, INC., JERICHO, N.Y. 00042
-NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH 00043

-NORTHWESTERN UNIV., EVANSTON, ILL. 00044
-PERSONNEL PRESS, INC., PRINCETON. N.J. 00045
-PRACTICAL PROFESSIONAL PUBLICATIONS, CINCINNATI, OHIO 00046
-PSYCHOLOGICAL CORP., NEW YORK, N.Y. 00047
-PSYCHOLOGICAL CORP., NEW YORK, N.Y. 00048
-PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT. 00049
-SABATINO, D.A. 00050
-SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL. 00051
-SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL. 00052
-SLOSSON EDUCATIONAL PUBLICATIONS, EAST AURORA, N.Y. 00053
-STOELTING, C.H., CO., CHICAGO, ILL. 00054
-TEACHERS COLLEGE PRESS, NEW YORK, N.Y. 00055
-TEACHERS COLLEGE PRESS, NEW YORK, N.Y. 00056
-UNION COLLEGE PRESS, LINCOLN, NEBR. 00057
-UNIVERSITY OF COLORADO MEDICAL CENTER, DENVER 00058
-UNIVERSITY OF ILLINOIS PRESS, URBANA 00059
-WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF. 00060

ALLIED EDUCATION COUNCIL, GALIEN, MICH.

41120 TI_NODNAN-SPRADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS
AU_NODNAN, BARRY AND SPRADLEY, THOMAS S.
LI_3

AMERICAN BOOK CO., NEW YORK, N.Y.

30650 TI_INFORMAL ORAL READING INVENTORY
AU_BETTS, E.A.
LI_3

AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

10810 TI_KUHLMANN-FINCH TESTS - LEVEL I
AU_FINCH, FRANK H.

10820 TI_KUHLMANN-FINCH TESTS - LEVEL II
AU_FINCH, FRANK H.

10830 TI_KUHLMANN-FINCH TESTS - LEVEL III
AU_FINCH, FRANK H.

10840 TI_KUHLMANN-FINCH TESTS - LEVEL IV
AU_FINCH, FRANK H.

10850 TI_KUHLMANN-FINCH TESTS - LEVEL V
AU_FINCH, FRANK H.

10860 TI_KUHLMANN-FINCH TESTS - LEVEL VI
AU_FINCH, FRANK H.

10870 TI_KUHLMANN-FINCH TESTS - LEVEL JUNIOR HIGH
AU_FINCH, FRANK H.

10880 TI_KUHLMANN-FINCH TESTS - LEVEL SENIOR HIGH
AU_FINCH, FRANK H.

21190 TI_PEABODY INDIVIDUAL ACHIEVEMENT TEST
AU_DUNN, LLOYD M. AND MARKWARDT, JR., FREDERICK C.
SB_01 MATHEMATICS
02 READING RECOGNITION
03 READING COMPREHENSION
04 SPELLING
05 GENERAL INFORMATION
LI_1,2,3

AMERICAN GUIDANCE SERVICE, INC., CIRCLE PINES, MINN.

40710 TI_KEYMATH DIAGNOSTIC ARITHMETIC TEST
AU_CONNOLLY, AUSTIN J. AND OTHERS
SB_01 NUMERATION
02 FRACTIONS
03 GEOMETRY & SYMBOLS
04 ADDITION
05 SUBTRACTION
06 MULTIPLICATION
07 DIVISION
08 MENTAL COMPUTATION
09 NUMERICAL REASONING
10 WORD PROBLEMS
11 MISSING ELEMENTS
12 MONEY
13 MEASUREMENTS
14 TIME
LI_1,2,3

51590 TI_TEST OF AUDITORY DISCRIMINATION
AU_GOLDMAN, RONALD AND OTHERS
LI_4

71200 TI_PEABODY PICTURE VOCABULARY TEST
AU_DUNN, LLOYD M.
LI_1,2

71580 TI_TEST OF ARTICULATION
AU_GOLDMAN, RONALD AND FRISTOE, MACALYNE

90470 TI_FIRST GRADE SCREENING TEST
AU_PATE, JOHN E. AND WEBB, WARREN W.

ANN ARBOR PUBLISHERS, INC., MICH.

71070 TI_MICHIGAN LANGUAGE PROGRAM
AU_SMITH, DONALD E.

BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

10050 TI_AMERICAN SCHOOL INTELLIGENCE TEST - ADVANCED
AU_PRATT, WILLIS E. AND OTHERS

10060 TI_AMERICAN SCHOOL INTELLIGENCE TEST - HIGH SCHOOL
AU_PRATT, WILLIS E. AND OTHERS

10070 TI_AMERICAN SCHOOL INTELLIGENCE TEST - INTERMEDIATE
AU_PRATT, WILLIS E. AND OTHERS

10080 TI_AMERICAN SCHOOL INTELLIGENCE TEST - PRIMARY
AU_PRATT, WILLIS E. AND OTHERS

20010 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - ADVANCED
AU_PRATT, WILLIS E. AND OTHERS

20020 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - INTERMEDIATE
AU_PRATT, WILLIS E. AND OTHERS

20030 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY I
AU_PRATT, WILLIS E. AND OTHERS

20040 TI_AMERICAN SCHOOL ACHIEVEMENT TESTS - PRIMARY II
AU_PRATT, WILLIS E. AND OTHERS

30590 TI_GRAY ORAL READING TEST
AU_GRAY, WILLIAM S.

BOBBS-MERRILL CO., INC., INDIANAPOLIS, IND.

70395 TI_DETROIT TEST OF LEARNING APTITUDE
AU_BAKER, HARRY J. AND LELAND, BERNICE
SB_01 PICTORIAL ABSURDITIES
02 VERBAL ABSURDITIES
03 PICTORIAL OPPOSITES
04 VERBAL OPPOSITES
05 MOTOR SPEED AND PRECISION
06 AUDITORY ATTENTION SPAN FOR UNRELATED WORDS
07 ORAL COMMISSIONS
08 SOCIAL ADJUSTMENT A
09 VISUAL ATTENTION SPAN FOR OBJECTS
10 ORIENTATION
11 FREE ASSOCIATION
12 MEMORY FOR DESIGNS
13 AUDITORY ATTENTION SPAN FOR RELATED SYLLABLES
14 NUMBER ABILITY
15 SOCIAL ADJUSTMENT B
16 VISUAL ATTENTION SPAN FOR LETTERS
17 DISARRANGED PICTURES
18 ORAL DIRECTIONS
19 LIKENESSES AND DIFFERENCES
LI_1,2

BUREAU OF PUBLICATIONS, NEW YORK, N.Y.

20570 TI_GATES READING READINESS TESTS
AU_GATES, ARTHUR I.

CALIFORNIA TEST BUREAU, MONTEREY

10270 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 2
AU_SULLIVAN, ELIZABETH T. AND OTHERS

10280 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 3
AU_SULLIVAN, ELIZABETH T. AND OTHERS

10290 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 4
AU_SULLIVAN, ELIZABETH T. AND OTHERS

10300 TI_CALIFORNIA TEST OF MENTAL MATURITY - LEVEL 5
AU_SULLIVAN, ELIZABETH T. AND OTHERS

20200 TI_CALIFORNIA ACHIEVEMENT TESTS - ADVANCED
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20210 TI_CALIFORNIA ACHIEVEMENT TESTS - ELEMENTARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

CALIFORNIA TEST BUREAU, MONTEREY

20220 TI_CALIFORNIA ACHIEVEMENT TESTS - JUNIOR HIGH
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20230 TI_CALIFORNIA ACHIEVEMENT TESTS - LOWER PRIMARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20240 TI_CALIFORNIA ACHIEVEMENT TESTS - UPPER PRIMARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.
SB_01 READING VOCABULARY
02 READING COMPREHENSION
03 READING TOTAL
04 ARITHMETIC REASONING
05 ARITHMETIC FUNDAMENTALS
06 ARITHMETIC TOTAL
07 MECHANICS OF ENGLISH
08 SPELLING
09 LANGUAGE TOTAL
10 HANDWRITING
LI_1,2

20250 TI_CALIFORNIA BASIC SKILLS TESTS - ELEMENTARY
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.

CALIFORNIA TEST BUREAU, MONTEREY

20260 TI_CALIFORNIA BASIC SKILLS TESTS - INTERMEDIATE
AU_TIEGS, ERNEST W. AND CLARK, WILLIS W.

20890 TI_LEE-CLARK READING READINESS TEST
AU_LEE, J. MURRAY AND CLARK, WILLIS W.

60310 TI_CALIFORNIA TEST OF PERSONALITY - ADULT
AU_THORPE, LOUIS P. AND OTHERS
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60320 TI_CALIFORNIA TEST OF PERSONALITY - ELEMENTARY
AU_THORPE, LOUIS P. AND OTHERS
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

CALIFORNIA TEST BUREAU, MONTEREY

60330 TI_CALIFORNIA TEST OF PERSONALITY - INTERMEDIATE
AU_THORPE, LOUIS P. AND OTHERS
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

60340 TI_CALIFORNIA TEST OF PERSONALITY - PRIMARY
AU_THORPE, LOUIS P. AND OTHERS
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

CALIFORNIA TEST BUREAU, MONTEREY

60350 TI_CALIFORNIA TEST OF PERSONALITY - SECONDARY
AU_THORPE, LOUIS P. AND OTHERS
SB_01 SELF-RELIANCE
02 SENSE OF PERSONAL WORTH
03 SENSE OF PERSONAL FREEDOM
04 FEELING OF BELONGING
05 WITHDRAWING TENDENCIES
06 NERVOUS SYMPTOMS
07 TOTAL PERSONAL ADJUSTMENT
08 SOCIAL STANDARDS
09 SOCIAL SKILLS
10 ANTI-SOCIAL TENDENCIES
11 FAMILY RELATIONS
12 SCHOOL RELATIONS OR OCCUPATIONAL RELATIONS
13 COMMUNITY RELATIONS
14 TOTAL SOCIAL ADJUSTMENT
LI_1,2

CHILDREN'S RESEARCH CENTER, UNIV. OF ILLINOIS, CHAMPAIGN

61210 TI_PETERSON-QUAY BEHAVIOR PROBLEM CHECKLIST
AU_PETERSON, DONALD R. AND QUAY, HERBERT C.

CLINICAL PSYCHOLOGY PUBLISHING CO., INC.

51080 TI_MINNESOTA PERCEPTO-DIAGNOSTIC TEST
AU_FULLER, G.B. AND LAIRD, J.T.
LI_4

CONSULTING PSYCHOLOGISTS PRESS, INC.,

50475 TI_FROSTIG MOVEMENT SKILLS TEST BATTERY
LI_1,2

CONSULTING PSYCHOLOGISTS PRESS, INC., PALO ALTO, CALIF.

50950 TI_THE MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION
AU_FROSTIG, MARIANNE AND OTHERS
SB_01 EYE MOTOR COORDINATION
02 FIGURE-GROUND DISCRIMINATION
03 FORM CONSTANCY
04 POSITION IN SPACE
05 SPATIAL RELATIONS
LI_4

60190 TI_CAIN-LEVINE SOCIAL COMPETENCY SCALE
AU_CAIN, LEO F. AND OTHERS
LI_4

DEVEREUX FOUNDATION, DEVON, PA.

60410 TI_DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE
AU_SPIVACK, GEORGE AND SWIFT, MARSHALL
SB_01 CLASSROOM DISTURBANCE
02 IMPATIENCE
03 DISRESPECT - DEFIANCE
04 EXTERNAL BLAME
05 ACHIEVEMENT ANXIETY
06 EXTERNAL RELIANCE
07 COMPREHENSION
08 INATTENTIVE-WITHDRAWN
09 IRRELEVANT-RESPONSIVENESS
10 CREATIVE INITIATIVE
11 NEED CLOSENESS TO TEACHER

EDUCATIONAL & INDUSTRIAL TESTING SERVICES

60187 TI_BRISTOL SOCIAL ADJUSTMENT GUIDES
AU_STOTT, D.H. AND SYKES, E.G.
LI_1,2

EDUCATIONAL TEST BUREAU, MINNEAPOLIS, MINN.

20960 TI_MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS
AU_BANHAM, KATHARINE M.

30420 TI_DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS
AU_DOREN, MARGARET

61680 TI_VINELAND SOCIAL MATURITY SCALE
AU_DOLL, EDGAR A.
SB_01 SELF HELPS
02 TRAVELS INDEPENDENTLY
03 USES GRAPHIC IMPLEMENTS
04 PLAYS COMPETITIVE GAMES
05 USES TOYS OR TOOLS PROPERLY
06 DEMONSTRATES GRAPHIC PRODUCTION
07 USES MONEY PROPERLY
08 CONCEPTS OF TIME
09 PLAYS WITH OTHERS
10 READS INDEPENDENTLY
11 DOES COOPERATIVE WORK
12 CARES FOR SELF OR OTHERS
13 DOES CREATIVE WORK
LI_1,2,4

71670 TI_VERBAL LANGUAGE DEVELOPMENT SCALE
AU_MECHAM, MERLIN J.

EDUCATORS PUBLISHING SERVICE, INC., CAMBRIDGE, MASS.

91230 TI_PRE-READING SCREENING PROCEDURES
AU_SLINGERLAND, BETH H.

91370 TI_SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY
AU_SLINGERLAND, BETH H.
SB_01 COPYING I
02 COPYING II
03 VISUAL PERCEPTUAL MEMORY
04 VISUAL DISCRIMINATION
05 VISUAL PERCEPTUAL MEMORY (KINESTHETIC)
06 AUDITORY RECALL
07 AUDITORY SOUNDS
08 AUDITORY ASSOCIATION
LI_1,2

FEARON PUBLISHERS, BELMONT, CALIF.

91330 TI_A PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES
AU_VALETT, ROBERT E.
LI_4

FOLLETT EDUCATIONAL CORP., CHICAGO, ILL.

10130 TI_THE BASIC CONCEPT INVENTORY
AU_ENGELMANN, SIEGFRIED
SB_01 PART ONE
02 PART TWO STATEMENT REPETITION
03 PART TWO QUESTIONS
04 PART THREE
LI_3,4

50400 TI_DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION
AU_BEERY, KEITH E. AND BUKTENICA, NORMAN A.
LI_1,2,4

90440 TI_EARLY DETECTION INVENTORY
AU_MCGAHAN, F.E. AND MCGAHAN, CAROLYN

FOLLETT PUBLISHING CO., CHICAGO, ILL.

90460 TI_EVANSTON EARLY IDENTIFICATION SCALE
AU_LANDSMAN, MYRIL AND DILLARD, HARRY

GARRARD PUBLISHING CO., CHAMPAIGN, ILL.

30140 TI_BASIC SIGHT WORD TEST
AU_DOLCH, EDWARD W.
LI_3

GRUNE & STRATTON, INC., NEW YORK, N.Y.

50170 TI_THE BENDER VISUAL MOTOR GESTALT TEST FOR YOUNG CHILDREN
AU_KOPPITZ, ELIZABETH M.
LI_1,2,4

51290 TI_PRIMARY VISUAL MOTOR TEST
AU_HAWORTH, MARY R.

71225 TI_PICTURE STORY LANGUAGE DEVELOPMENT
LI_1,2

GUIDANCE ASSOCIATES, WILMINGTON, DEL.

21740 TI_THE WIDE RANGE ACHIEVEMENT TEST - LEVEL I
AU_JASTAK, J.F. AND OTHERS
SB_01 READING
02 SPELLING
03 ARITHMETIC
LI_1,2

21750 TI_THE WIDE RANGE ACHIEVEMENT TEST - LEVEL II
AU_JASTAK, J.F. AND OTHERS
SB_01 READING
02 SPELLING
03 ARITHMETIC
LI_1,2

HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.

21490 TI_STANFORD ACHIEVEMENT TEST - EARLY SCHOOL I
AU_MADDEN, RICHARD AND GARDNER, ERIC F.
SB_01 ENVIRONMENT
02 MATHEMATICS
03 LETTERS AND SOUNDS
04 AURAL COMPREHENSION
LI_1,2

21500 TI_STANFORD ACHIEVEMENT TEST - EARLY SCHOOL II
AU_MADDEN, RICHARD AND GARDNER, ERIC F.
SB_01 ENVIRONMENT
02 MATHEMATICS
03 LETTERS AND SOUNDS
04 AURAL COMPREHENSION
05 WORD READING
06 SENTENCE READING
LI_1,2

31557 TI_STANFORD DIAGNOSTIC READING TEST, LEVEL I
SB_01 READING COMPREHENSION
02 VOCABULARY
03 AUDITORY DISCRIMINATION
04 SYLLABICATION
05 BEGINNING AND ENDING SOUNDS
06 BLENDING AND ENDING SOUNDS
07 SOUND DISCRIMINATION
LI_1,2,3

31558 TI_STANFORD DIAGNOSTIC READING TEST, LEVEL II
SB_01 LITERAL
02 INFERENTIAL
03 VOCABULARY
04 SYLLABICATION
05 SOUND DISCRIMINATION
06 BLENDING
07 RATE OF READING
LI_1,2,3

HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.

41555 TI_STANFORD DIAGNOSTIC ARITHMETIC TEST, LEVEL I
SB_01 CONCEPTS, NUMBER SYSTEM
02 CONCEPTS, OPERATIONS
03 CONCEPTS, PLACE VALUE
04 COMPUTATION, ADDITION
05 COMPUTATION, SUBTRACTION
06 COMPUTATION, MULTIPLICATION
07 COMPUTATION, DIVISION
08 NUMBER FACTS, ADDITION
09 NUMBER FACTS, SUBTRACTION
10 NUMBER FACTS, MULTIPLICATION
11 NUMBER FACTS, DIVISION
LI_1,2,3

41556 TI_STANFORD DIAGNOSTIC ARITHMETIC TEST, LEVEL II
SB_01 CONCEPTS A
02 CONCEPTS B
03 COMPUTATION A
04 COMPUTATION B
05 COMPUTATION C
06 COMMON FRACTIONS A
07 COMMON FRACTIONS B
08 NUMBER FACTS, FRACTIONS & PERCENT
09 NUMBER FACTS, ADDITION
10 NUMBER FACTS, SUBTRACTION
11 NUMBER FACTS, MULTIPLICATION
12 NUMBER FACTS, DIVISION
13 NUMBER FACTS, CARRYING
LI_1,2,3

HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

10370 TI_COLUMBIA MENTAL MATURITY SCALE
AU_BURGEMEISTER, BESSIE B. AND OTHERS

10980 TI_MERRILL-PALMER PRE-SCHOOL PERFORMANCE TESTS
AU_STUTSMAN, RACHEL

11140 TI_OTIS GROUP INTELLIGENCE SCALE - ADVANCED
AU_OTIS, ARTHUR S.

11150 TI_OTIS GROUP INTELLIGENCE SCALE - PRIMARY
AU_OTIS, ARTHUR S.

11160 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - ALPHA
AU_OTIS, ARTHUR S.

11170 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - BETA
AU_OTIS, ARTHUR S.

11180 TI_OTIS QUICK-SCORING MENTAL ABILITY TESTS - GAMMA
AU_OTIS, ARTHUR S.

11560 TI_TERMAN-MCNEMAR TEST OF MENTAL ABILITY
AU_TERMAN, LEWIS M. AND MCNEMAR, QUINN

21000 TI_METROPOLITAN ACHIEVEMENT TESTS - ADVANCED
AU_DUROST, WALTER N. AND OTHERS
LI_1,2

21010 TI_METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY
AU_DUROST, WALTER N. AND OTHERS
SB_01 WORD KNOWLEDGE
02 READING
03 LANGUAGE
04 SPELLING
05 MATHEMATICS COMPUTATION
06 MATHEMATICS CONCEPTS
07 MATHEMATICS PROBLEM SOLVING
08 TOTAL READING
09 TOTAL MATHEMATICS
LI_1,2

HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

21020 TI_METROPOLITAN ACHIEVEMENT TESTS - HIGH SCHOOL
AU_DUROST, WALTER N. AND OTHERS
LI_1,2

21030 TI_METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE
AU_DUROST, WALTER N. AND OTHERS
LI_1,2

21040 TI_METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I
AU_DUROST, WALTER N. AND OTHERS
SB_01 WORD KNOWLEDGE
02 WORD ANALYSIS
03 READING
04 MATHEMATICS
LI_1,2

21050 TI_METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II
AU_DUROST, WALTER N. AND OTHERS
SB_01 WORD KNOWLEDGE
02 WORD ANALYSIS
03 READING
04 SPELLING
05 MATHEMATICS COMPUTATION
06 MATHEMATICS CONCEPTS
07 MATHEMATICS PROBLEM SOLVING
LI_1,2

21480 TI_STANFORD ACHIEVEMENT TEST - ADVANCED
AU_KELLEY, TRUMAN L. AND OTHERS
SB_01 PARAGRAPH MEANING
02 SPELLING
03 LANGUAGE
04 ARITHMETIC COMPUTATION
05 ARITHMETIC CONCEPTS
06 ARITHMETIC APPLICATIONS
07 SOCIAL STUDIES
08 SCIENCE
LI_1,2

HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

21510 TI_STANFORD ACHIEVEMENT TEST - INTERMEDIATE I
AU_KELLEY, TRUMAN L. AND OTHERS
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SPELLING
04 WORD STUDY SKILLS
05 LANGUAGE
06 ARITHMETIC COMPUTATION
07 ARITHMETIC CONCEPTS
08 ARITHMETIC APPLICATIONS
09 SOCIAL STUDIES
10 SCIENCE
LI_1,2

21520 TI_STANFORD ACHIEVEMENT TEST - INTERMEDIATE II
AU_KELLEY, TRUMAN L. AND OTHERS
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SPELLING
04 LANGUAGE
05 ARITHMETIC COMPUTATION
06 ARITHMETIC CONCEPTS
07 ARITHMETIC APPLICATIONS
08 SOCIAL STUDIES
09 SCIENCE
LI_1,2

21530 TI_STANFORD ACHIEVEMENT TEST - PRIMARY I
AU_KELLEY, TRUMAN L. AND OTHERS
SB_01 WORD READING
02 PARAGRAPH MEANING
03 VOCABULARY
04 SPELLING
05 WORD STUDY SKILLS
06 ARITHMETIC
LI_1,2

HARCOURT, BRACE & WORLD, INC., NEW YORK, N.Y.

21540 TI_STANFORD ACHIEVEMENT TEST - PRIMARY II
AU_KELLEY, TRUMAN L. AND OTHERS
SB_01 WORD MEANING
02 PARAGRAPH MEANING
03 SCIENCE AND SOCIAL STUDIES CONCEPTS
04 SPELLING
05 WORD STUDY SKILLS
06 LANGUAGE
07 ARITHMETIC COMPUTATION
08 ARITHMETIC CONCEPTS
LI_1,2

30430 TI_DURRELL ANALYSIS OF READING DIFFICULTY
AU_DURRELL, DONALD D.
SB_01 ORAL READING
02 SILENT READING
03 LISTENING COMPREHENSION
04 WORD RECOGNITION (FLASH
05 WORD ANALYSIS
06 LETTERS: NAME, IDENT, MATCH
07 VISUAL MEMORY OF WORDS
08 HEARING SOUNDS IN WORDS
09 VISUAL MEMORY OF WORDS
10 PHONIC SPELLING OF WORDS
11 SPELLING TEST
12 HANDWRITING
LI_1,2,3

30660 TI_IOWA SILENT READING TESTS - ADVANCED
AU_GREENE, H.A. AND OTHERS

30670 TI_IOWA SILENT READING TESTS - ELEMENTARY
AU_GREENE, H.A. AND KELLEY, V.H.

71660 TI_VAN ALSTYNE PICTURE VOCABULARY TEST
AU_VAN ALSTYNE, DOROTHY

91100 TI_MURPHY-DURRELL DIAGNOSTIC READING READINESS TEST
AU_MURPHY, HELEN A. AND DURRELL, DONALD D.

HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

10600 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 3-6
AU_LAMKE, TOM A. AND NELSON, M.J.

10610 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 6-9
AU_LAMKE, TOM A. AND NELSON, M.J.

10620 TI_THE HENMON-NELSON TESTS OF MENTAL ABILITY - GRADES 9-12
AU_LAMKE, TOM A. AND NELSON, M.J.

10920 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - LEVEL 1
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.

10930 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - LEVEL 2
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.

10940 TI_THE LORGE-THORNDIKE INTELLIGENCE TESTS - MULTI-LEVEL
AU_LORGE, IRVING AND THORNDIKE, ROBERT L.

11220 TI_PICTORIAL TEST OF INTELLIGENCE
AU_FRENCH, JOSEPH L.
SB_01 PICTURE VOCABULARY
02 FORM DISCRIMINATION
03 INFORMATION AND COMPREHENSION
04 SIMILARITIES
05 SIZE AND NUMBER
06 IMMEDIATE RECALL
LI_1

11550 TI_STANFORD-BINET INTELLIGENCE SCALE
AU_TERMAN, LEWIS M. AND MERRILL, MAUD A.
LI_1

20680 TI_IOWA TESTS OF BASIC SKILLS
AU_LINDQUIST, E.F. AND HIERONYMUS, A.N.
SB_01 VOCABULARY
02 READING COMPREHENSION
03 LANGUAGE SKILLS
04 WORK-STUDY SKILLS
05 ARITHMETIC SKILLS
LI_1,2

HOUGHTON MIFFLIN CO., NEW YORK, N.Y.

21570 TI_TEST OF ACADEMIC PROGRESS
AU_SCANNELL, DALE P. AND OTHERS

31360 TI_READING APTITUDE TESTS
AU_MONROE, MARION

INSTRUCTIONAL MATERIALS AND EQUIPMENT DISTRIBUTORS, LOS ANGELES,

31760 TI_WORD ANALYSIS TESTS
AU_HERR, SELMA E.

JOHNS HOPKINS PRESS, BALTIMORE, MD.

51475 TI_A STANDARDIZED ROAD-MAP TEST OF DIRECTION SENSE
AU_MONEY, JOHN AND OTHERS
LI_4

LADOCA PROJECT AND PUBLISHING FOUNDATION, INC.

30385 TI_DENVER DEVELOPMENTAL SCALE
LI_1,2

LANGUAGE RESEARCH ASSOCIATES, CHICAGO, ILL.

50110 TI_AUDITORY DISCRIMINATION TEST
AU_WEPMAN, JOSEPH M.
SB_01 X (SAME)
02 Y (DIFFERENT)
03 TOTAL ERROR
LI_1,2,4

LEWIS, H.K. & CO., LTD., LONDON, ENGLAND

11300 TI_PROGRESSIVE MATRICES - ADVANCED PROGRESSIVE MATRICES
AU_RAVEN, J.C.

11310 TI_PROGRESSIVE MATRICES - COLORED PROGRESSIVE MATRICES
AU_RAVEN, J.C.

11320 TI_PROGRESSIVE MATRICES - STANDARD PROGRESSIVE MATRICES
AU_RAVEN, J.C.

MERRILL, CHARLES E., PUBLISHING CO., COLUMBUS, OHIO

51340 TI_THE PURDUE PERCEPTUAL-MOTOR SURVEY
AU_ROACH, EUGENE G. AND KEPHART, NEWELL C.
SB_01 WALKING BOARD
02 JUMPING
03 IDENTIFICATION OF BODY PARTS
04 IMITATION OF MOVEMENTS
05 OBSTACLE COURSE
06 KRAUS-WEBER
07 ANGELS SNOW
08 CHALKBOARD
09 RHYTHMIC WRITING
10 OCULAR PURSUITS
11 VISUAL ACHIEVEMENT FORMS
LI_1,2,4

NEW DIMENSIONS IN EDUCATION, INC., JERICHO, N.Y.

30640 TI_INDIVIDUAL READING EVALUATION
AU_ALPERT, HARVEY AND KRAVITZ, ALVIN

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

21060 TI_METROPOLITAN READINESS TESTS
AU_HILDRETH, GERTRUDE H. AND GRIFFITHS, NELLIE L.
SB_01 WORD MEANING
02 LISTENING
03 MATCHING
04 ALPHABET
05 NUMBERS
06 COPYING
07 DRAW-A-MAN
LI_1,2

NORTHWESTERN UNIV., EVANSTON, ILL.

71130 TI_NORTHWESTERN SYNTAX SCREENING TEST
AU_LEE, LAURA LOUISE
LI_2

PERSONNEL PRESS, INC., PRINCETON, N.J.

10730 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL A
AU_KUHLMANN, F. AND ANDERSON, ROSE G.

10740 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL B
AU_KUHLMANN, F. AND ANDERSON, ROSE G.

10750 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL CD
AU_KUHLMANN, F. AND ANDERSON, ROSE G.

10760 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL D
AU_KUHLMANN, F. AND ANDERSON, ROSE G.

10770 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL EF
AU_KUHLMANN, F. AND ANDERSON, ROSE G.

10780 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL G
AU_KUHLMANN, F. AND ANDERSON, ROSE G.

10790 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL H
AU_KUHLMANN, F. AND ANDERSON, ROSE G.

10800 TI_KUHLMANN-ANDERSON INTELLIGENCE TESTS - LEVEL K
AU_KUHLMANN, F. AND ANDERSON, ROSE G.

PRACTICAL PROFESSIONAL PUBLICATIONS, CINCINNATI, OHIO

90450 TI_EDUCATIONAL ASSESSMENT INVENTORY
AU_TODD, THOMAS W. AND HIZER, KATHLEEN
LI_3,4

PSYCHOLOGICAL CORP., NEW YORK, N.Y.

10100 TI_ARTHUR POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II
AU_ARTHUR, GRACE

10185 TI_BOEHM TEST OF BASIC CONCEPTS
AU_BOEHM, ANN E.
SB_01 TERMS OF RELATIONS/SPACE
02 TERMS OF QUANTITY
03 TERMS OF TIME
04 MISCELLANEOUS TERMS
LI_2

10360 TI_CATTELL INFANT INTELLIGENCE SCALE
AU_CATTELL, PSYCHE

10580 TI_GESELL DEVELOPMENTAL SCHEDULES
AU_GESELL, ARNOLD AND OTHERS

11[illegible] TI_WECHSLER ADULT INTELLIGENCE SCALE
AU_WECHSLER, DAVID
SB_01 INFORMATION
02 COMPREHENSION
03 ARITHMETIC
04 SIMILARITIES
05 DIGIT SPAN
06 VOCABULARY
07 VERBAL SCORE
08 DIGIT SYMBOL
09 PICTURE COMPLETION
10 BLOCK DESIGN
11 PICTURE ARRANGEMENT
12 OBJECT ASSEMBLY
13 PERFORMANCE SCORE
LI_1,4

11710 TI_WECHSLER-BELLEVUE INTELLIGENCE SCALE
AU_WECHSLER, DAVID

PSYCHOLOGICAL CORP., NEW YORK, N.Y.

11720 TI_WECHSLER INTELLIGENCE SCALE FOR CHILDREN
AU_WECHSLER, DAVID
SB_01 INFORMATION
02 COMPREHENSION
03 ARITHMETIC
04 SIMILARITIES
05 VOCABULARY
06 VERBAL SCORE
07 DIGIT SPAN
08 PICTURE COMPLETION
09 PICTURE ARRANGEMENT
10 BLOCK DESIGN
11 OBJECT ASSEMBLY
12 CODING
13 MAZES
14 PERFORMANCE SCORE

11730 TI_WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE
AU_WECHSLER, DAVID
SB_01 INFORMATION
02 ANIMAL HOUSE
03 VOCABULARY
04 PICTURE COMPLETION
05 ARITHMETIC
06 MAZES
07 GEOMETRIC DESIGN
08 SIMILARITIES
09 BLOCK DESIGN
10 COMPREHENSION
11 SENTENCES
LI_1,4

50165 TI_BAYLEY SCALES OF INFANT DEVELOPMENT
LI_1,2

50180 TI_BENTON VISUAL RETENTION TEST
AU_BENTON, ARTHUR L.
LI_4

PSYCHOLOGICAL TEST SPECIALISTS, MISSOULA, MONT.

10480 TI_FULL-RANGE PICTURE VOCABULARY TEST
AU_AMMONS, ROBERT B. AND AMMONS, HELEN S.

50700 TI_KAHN TEST OF SYMBOL ARRANGEMENT
AU_KAHN, THEODORE C.

50970 TI_MEMORY-FOR-DESIGNS TEST
AU_GRAHAM, FRANCES K. AND KENDALL, BARBARA S.
LI_4

71350 TI_QUICK TEST
AU_AMMONS, R.B. AND AMMONS, C.H.

81690 TI_VOCATIONAL APPERCEPTION TEST
AU_AMMONS, ROBERT B. AND OTHERS

SABATINO, D.A.

51600 TI_TEST OF AUDITORY PERCEPTION
AU_SABATINO, D.A.
LI_4

SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

11250 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES K-1
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SB_01 VERBAL MEANING
02 PERCEPTUAL SPEED
03 NUMBER FACILITY
04 SPATIAL RELATIONS

11260 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 2-4
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN
SB_01 VERBAL MEANING
02 SPATIAL RELATIONS
03 NUMBER FACILITY
04 PERCEPTUAL SPEED

11270 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 4-6
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN

11280 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 6-9
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN

11285 TI_PRIMARY MENTAL ABILITIES TESTS - GRADES 9-12
AU_THURSTONE, L.L. AND THURSTONE, THELMA GWINN

11610 TI_TESTS OF GENERAL ABILITY - GRADES K-2
AU_FLANAGAN, JOHN C.

11620 TI_TESTS OF GENERAL ABILITY - GRADES 2-4
AU_FLANAGAN, JOHN C.

11630 TI_TESTS OF GENERAL ABILITY - GRADES 4-6
AU_FLANAGAN, JOHN C.

11640 TI_TESTS OF GENERAL ABILITY - GRADES 6-9
AU_FLANAGAN, JOHN C.

11650 TI_TESTS OF GENERAL ABILITY - GRADES 9-12
AU_FLANAGAN, JOHN C.

20690 TI_IOWA TESTS OF EDUCATIONAL DEVELOPMENT
AU_LINDQUIST, E.F. AND FELDT, LEONARD S.

SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.

21435 TI_SRA ACHIEVEMENT SERIES - PRIMARY I
AU_NASLUND, ROBERT A. AND OTHERS
LI_1,2

21436 TI_SRA ACHIEVEMENT SERIES - PRIMARY II
AU_NASLUND, ROBERT A. AND OTHERS
LI_1,2

21440 TI_SRA ACHIEVEMENT SERIES - GRADES 1-2
AU_THORPE, LOUIS P. AND OTHERS
LI_1,2

21450 TI_SRA ACHIEVEMENT SERIES - GRADES 2-4
AU_THORPE, LOUIS P. AND OTHERS
LI_1,2

21460 TI_SRA ACHIEVEMENT SERIES - GRADES 4-6
AU_THORPE, LOUIS P. AND OTHERS
LI_1,2

21470 TI_SRA ACHIEVEMENT SERIES - GRADES 6-9
AU_THORPE, LOUIS P. AND OTHERS
LI_1,2

80720 TI_KUDER PREFERENCE RECORD - PERSONAL
AU_KUDER, G. FREDERIC

SLOSSON EDUCATIONAL PUBLICATIONS, EAST AURORA, N.Y.

11380 TI_SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS
AU_SLOSSON, RICHARD L.
LI_1

31390 TI_SLOSSON ORAL READING TEST
AU_SLOSSON, RICHARD L.
LI_3

STOELTING, C.H., CO., CHICAGO, ILL.

10090 TI_ARTHUR POINT SCALE OF PERFORMANCE TESTS - FORM I
AU_ARTHUR, GRACE

10900 TI_LEITER INTERNATIONAL PERFORMANCE SCALE
AU_LEITER, RUSSELL GRAYDON AND ARTHUR, GRACE
LI_1

10990 TI_MERRILL-PALMER SCALE OF MENTAL TESTS
AU_STUTSMAN, RACHEL
SB_01 STUTSMAN COLOR - MATCHING TEST
02 WALLIN PEG BOARDS
03 STUTSMAN BUTTONING TEST
04 STICK-AND-STRING TEST
05 STUTSMAN LANGUAGE TEST
06 STUTSMAN PICTURE FORMBOARD
07 MARE AND FOAL FORMBOARD
08 SEGUIN-GODDARD FORMBOARD
09 MANIKIN TEST
10 DECROLY MATCHING GAME
11 STUTSMAN NESTED CUBES
12 ACTION AGENT TEST
13 COPYING TEST
14 PYRAMID TEST
15 LITTLE PINK TOWER TEST

50910 TI_LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE
AU_SLOAN, WILLIAM
LI_1,2

TEACHERS COLLEGE PRESS, NEW YORK, N.Y.

30490 TI_GATES-MACGINITIE READING TESTS - PRIMARY A
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30500 TI_GATES-MACGINITIE READING TESTS - PRIMARY B
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30510 TI_GATES-MACGINITIE READING TESTS - PRIMARY C
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SB_01 VOCABULARY
02 COMPREHENSION
LI_1,2

30[redacted] TI_GATES-MACGINITIE READING TESTS - PRIMARY CS
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
LI_1,2

30530 TI_GATES-MACGINITIE READING TESTS - SURVEY D
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

30540 TI_GATES-MACGINITIE READING TESTS - SURVEY E
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

30550 TI_GATES-MACGINITIE READING TESTS - SURVEY F
AU_GATES, ARTHUR I. AND MACGINITIE, WALTER H.
SB_01 SPEED
02 VOCABULARY
03 COMPREHENSION
LI_1,2

TEACHERS COLLEGE PRESS, NEW YORK, N.Y.

30560 TI_GATES-MCKILLOP READING DIAGNOSTIC TESTS
AU_GATES, ARTHUR I. AND MCKILLOP, ANNE S.
SB_01 ORAL READING
02 WORDS: FLASH PRESENTATION
03 WORDS: UNTIMED PRESENTATION
04 PHRASES: FLASH PRESENTATION
05 RECOGNIZING AND BLENDING COMMON WORD PARTS
06 GIVING LETTER SOUNDS
07 NAMING CAPITAL LETTERS
08 NAMING LOWER-CASE LETTERS
09 NONSENSE WORDS
10 INITIAL LETTERS
11 FINAL LETTERS
12 VOWELS
13 AUDITORY BLENDING
14 SPELLING
15 ORAL VOCABULARY
16 SYLLABICATION
17 AUDITORY DISCRIMINATION
LI_1,2,3

UNION COLLEGE PRESS, LINCOLN, NEBR.

10625 TI_HISKEY-NEBRASKA TEST OF LEARNING APTITUDE
AU_HISKEY, MARSHALL S.
SB_01 BEAD PATTERNS
02 MEMORY FOR COLOR
03 PICTURE IDENTIFICATION
04 PICTURE ASSOCIATION
05 PAPER FOLDING
06 VISUAL ATTENTION SPAN
07 BLOCK PATTERNS
08 COMPLETION OF DRAWINGS
09 MEMORY FOR DIGITS
10 PUZZLE BLOCKS
11 PICTURE ANALOGIES
12 SPATIAL REASONING
LI_1

UNIVERSITY OF COLORADO MEDICAL CENTER, DENVER

90390 TI_DENVER DEVELOPMENTAL SCREENING TEST
AU_FRANKENBURG, WILLIAM K. AND DODDS, JOSEPH B.
SB_01 PERSONAL - SOCIAL
02 FINE MOTOR - ADAPTIVE
03 LANGUAGE
04 GROSS MOTOR

UNIVERSITY OF ILLINOIS PRESS, URBANA

70630 TI_ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES
AU_KIRK, SAMUEL A. AND OTHERS
SB_01 AUDITORY RECEPTION
02 VISUAL RECEPTION
03 AUDITORY ASSOCIATION
04 VISUAL ASSOCIATION
05 VERBAL EXPRESSION
06 MANUAL EXPRESSION
07 GRAMMATIC CLOSURE
08 VISUAL CLOSURE
09 AUDITORY SEQUENTIAL MEMORY
10 VISUAL SEQUENTIAL MEMORY
11 AUDITORY CLOSURE
12 SOUND BLENDING
LI_1,2,4

WESTERN PSYCHOLOGICAL SERVICES, LOS ANGELES, CALIF.

50120 TI_AYRES SPACE TEST
AU_AYRES, A. JEAN
LI_4

51400 TI_SOUTHERN CALIFORNIA FIGURE-GROUND VISUAL PERCEPTION TEST
AU_AYRES, A. JEAN
LI_4

51410 TI_SOUTHERN CALIFORNIA KINESTHESIA AND TACTILE PERCEPTION TESTS
AU_AYRES, A. JEAN
SB_01 KINESTHESIA
02 MANUAL FORM PERCEPTION
03 FINGER IDENTIFICATION
04 GRAPHESTHESIA
05 DOUBLE TACTILE STIMULI PERCEPTION
06 LOCALIZATION OF TACTILE STIMULI
LI_4

51[illegible] TI_SOUTHERN CALIFORNIA MOTOR ACCURACY TEST
AU_AYRES, A. JEAN
LI_1,2,4

51430 TI_SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS
AU_AYRES, A. JEAN
SB_01 IMITATION OF POSTURES
02 CROSSING MID-LINE OF BODY
03 BILATERAL MOTOR COORDINATION
04 RIGHT-LEFT DISCRIMINATION
05 STANDING BALANCE, EYES OPEN
06 STANDING BALANCE, EYES CLOSED
LI_4

TABLE OF CONTENTS

SER-LARS REPORT B-3

TEST ANALYSIS

TEST TITLE	TEST NUMBER
The Basic Concept Inventory (Field Research Edition)	10130
Boehm Test of Basic Skills	10185
Gesell Development Schedules (1940)	10580
Hiskey-Nebraska Test of Learning Aptitude	10625
Leiter International Performance Scale (Arthur Adaptation, 1952)	10900
Pictorial Test of Intelligence	11220
Slosson Intelligence Test for Children and Adults	11380
California Achievement Test (CAT)	20210 (Elem.)
	20230 (Lower Prim.
	20240 (Upper Prim
Iowa Test of Basic Skills	20680
Metropolitan Achievement Tests	21010 (Elem.)
	21030 (Intermedia
	21040 (Primary I)
	21050 (Primary II
Peabody Individual Achievement Test	21190
SRA Achievement Series - Primary Edition	21435 (Primary I)
	21436 (Primary II
Standford Achievement Test	21480 (Advanced)
	21510 (Inter. I)
	21520 (Inter. II)
	21530 (Primary I)
	21540 (Primary II
Stanford Early School Achievement Test	21490 (Early School I)
	21500 (Early School II)
Wide Range Achievement Test	21740 Level I
	21750 Level II
Durrel Analysis of Reading Difficulty	30430
Gates-MacGinite Reading Tests	30490 (Primary A)
	30500 (Primary B)
	30510 (Primary C)
	30520 (Primary CS,
	30530 (Survey D)
	30540 (Survey E)
	30550 (Survey F)
Gates-McKillop	30560
Slosson Reading Test (SORT)	31390
Stanford Diagnostic Reading Test	31557 (Level I)
	31558 (Level II)

TEST TITLE	TEST NUMBER	
Key Math Diagnostic Arithmetic Test	40710	
Stanford Diagnostic Arithmetic Test	41555	(Level I)
	41556	(Level II)
Auditory Discrimination Test	50110	
The Ayres Space Test	50120	
Bayley Scales of Infant Development	50165	
Benton Revised Visual Retention Test	50180	
Bender Gestalt Test for Young Children	50170	
Denver Development Scale	50385	
Development Test of Visual-Motor Integration (Berry-Bucktenica)	50400	
Frostig Movement Skills Test Battery	50475	
Lincoln-Oseretsky Motor Development Scale	50910	
Marianne Frostig Development Test of Visual Perception	50950	
Memory-For-Designs Test	51080	
Minnesota Percepto-Diagnostic Test	51080	
Purdue Perceptual-Motor Survey	51340	
Southern California Figure Ground Visual Perception Test	51400	
Southern California Kinesthesia and Tactile Perception Test	51410	
Southern California Motor Accuracy Test	51420	
Southern California Perceptual-Motor Tests	51430	
A Standardized Road-Map Test of Direction Sense	51475	
Bristol Social Adjustment Guides	60187	
Burks Behavior Rating Scales (Experimental)	60189	
Cain-Levine Social Competency Scale	60190	
California Test of Personality	60320	(Elem.)
	60330	(Inter.)
	60340	(Primary)
	60350	(Secondary)
Vineland Social Maturity Scale	61680	
Detroit Test of Learning Aptitude	70395	
Illinois Test of Psycholoinguistic Abilities	70630	
Peabody Picture Vocabulary Test	71200	
Picture Story Language Development	71225	
Metropolitan Readiness Test	91060	
Myklebust Pupil Rating Scale	91105	
A Psychoeducational Inventory of Basic Learning Abilities	91330	
Screening Tests for Identifying Children with Specific Language Disability	91370	

TEST NO. 10130

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME The Basic Concept Inventory (Field Research Edition) (Engelmann)

B. PUBLISHER Follett Educational Corporation

C. COPYRIGHT DATE 1967 COST _____ PER _____

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Basic Concepts 2) Statement Repetition and Comprehension 3) Pattern Awareness

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 15 - 25 minutes

C. TRAINING OF ADMINISTRATOR Teacher, but requires practice and some testing skill

D. EASE OF SCORING _____

E. OTHER ADMINISTRATIVE CONSIDERATIONS Racially (but not socioeconomically) integrated pictures.

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Preschool and Kindergarten

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

Considerable verbalization required

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Designed primarily for culturally disadvantaged preschool and kindergarten children, slow learners, emotionally disturbed, & retardates

ANALYSIS FROM: Buros, 7th, 1972 BY: (J. Martin)

TEST NO. 10130

TEST NAME: The Basic Concept Inventory

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

No norms given.

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION Large portion of manual dedicated to suggestions for remediation for special errors.

7. TECHNICAL ASPECTS:

A. VALIDITY No indicated validity other than face validity.

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) _____

B. RELIABILITY No reported reliability

C. OTHER TECHNICAL CONSIDERATIONS A criterion-referenced measure.

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

TEST NO. 10185

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME Boehm Test of Basic Concepts

B. PUBLISHER Psychological Corporation

C. COPYRIGHT DATE 1969 1970 COST $5.90 PER pkg 30;$.50 - manual

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 2 (A & B)

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 50 items: space, time and quantity and miscellaneous concepts

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Small groups of 8 to 12 children

B. ESTIMATED TESTING TIME 30 - 40 minutes in two sessions

C. TRAINING OF ADMINISTRATOR classroom teacher, aides, or paraprofessional personnel

D. EASE OF SCORING quick and easy scoring by hand

E. OTHER ADMINISTRATIVE CONSIDERATIONS Form A available in Spanish. Illustrations are racially integrated.

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Kindergarten - Grade 2

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

Child must mark an X on appropriate picture

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

The Disadvantaged

ANALYSIS FROM: Buros, 7th, 1972 BY: (J. Martin)

TEST NO. 10185

TEST NAME: Boehm Test of Basic Concepts

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? No % passing BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) Diagnostic only in a general sense: Test points out individual concepts which may be unfamiliar or deficient

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

5 cities, one western, south-midwestern, southeastern, and two northeastern

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION Can be used as screening device; section in manual devoted to interpretation and use of results in instruction.

7. TECHNICAL ASPECTS:

A. VALIDITY Insufficient validity studies.

1. CONTENT Empirically and subjectively determined sheck of curriculum materials currently in use in K, 1st and 2nd grades

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Only face validity is presented (convincingly). Reviewer feels that items tap concepts that children need to know to make school progress.

B. RELIABILITY Reliability coefficients ranging from .68 to .90 are reported.

C. OTHER TECHNICAL CONSIDERATIONS Scores do not reflect general intellectual level.

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST Test is too easy to be of great value for 1st graders from middle or higher socioeconomic levels or for 2nd graders of any social class.

TEST NO. 10580

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Areas A, I, and M

1. IDENTIFYING INFORMATION:

A. TEST NAME Gesell Developmental Schedules (1940)

B. PUBLISHER Psychological Corporation

C. COPYRIGHT DATE 1940 COST $85.00 PER set

D. NUMBER OF LEVELS 10 NUMBER OF FORMS 21

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Postural Behavior 2) Prehensory Behavior 3) Perceptual Behavior 4) Adaptive Behavior 5) Language - Social Behavior

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA:

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME

C. TRAINING OF ADMINISTRATOR Clinical psychologist - must use several of Dr. Gesell's books for background: The Psychology of Early Growth; The First Five Years of Life; Developmental Diagnosis

D. EASE OF SCORING Items are scored + or - according to whether or not they occur.

E. OTHER ADMINISTRATIVE CONSIDERATIONS

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 4 weeks to 6 years

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ANALYSIS FROM: Buros, 6th, 3rd

BY: (J. Martin)

TEST NO. 10580

TEST NAME: Gesell Developmental Schedules (1940)

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? yes BUT CAN BE COMPUTED (BY SUBTEST)?
A D.Q. (developmental Quotient) may be computed

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES?

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?)

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)
(There is a need for restandardization.)
Testing was done repeatedly from 4 wks to 5 yrs on 107 children (49 boys; 58 girls) homogeneous middle class on basis of Barr rating scale.

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION

User must remember that there is no logical necessity for rates of maturing to be related to eventual individual differences.

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Studies show little predictive value below 8 months of age.

B. RELIABILITY Only available reliability data show correlations between the D.Q. obtained on the test and several observers (r's vary from .90 to .99 on samples of 40 week old infants with N's ranging from 12 to 44).

C. OTHER TECHNICAL CONSIDERATIONS

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST Should be considered as detailed observational schedules for a young child's developmental status NOT an infant or preschool intelligence test.

TEST NO. 10625

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory/Perceptual/Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME Hiskey-Nebraska Test of Learning Aptitude (A revision of 1941 Nebraska Test of Learning Aptitude)

B. PUBLISHER Marshall S. Hiskey (the author)

C. COPYRIGHT DATE 1941 1966 COST $56.00 PER set

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Read Patterns, 2) Memory for Color 3) Picture Identification 4) Picture Association 5) Paper Folding 6) Visual Attention Span 7) Grammatic Closure 8) Completion of Drawings 9) Memory for Digits 10) Puzzle Blocks 11) Picture Analogies 12) Spatial Reasoning

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 45 - 60 minutes

C. TRAINING OF ADMINISTRATOR An experienced psychometrician needs only a few practice sessions.

D. EASE OF SCORING _____

E. OTHER ADMINISTRATIVE CONSIDERATIONS _____

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 3 - 16

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Deaf (and hearing)

ANALYSIS FROM: BY:
Buros, 7th, 1972 (J. Martin)

TEST NO. 10625

TEST NAME: Hiskey-Nebraska Test of Learning Aptitude

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? yes BUT CAN BE COMPUTED (BY SUBTEST)?
L.A. (learning age) for Deaf Students; M.A. (mental age) for ~~Hearing students~~

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) no

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)
1,107 deaf children and 1,101 hearing children in 10 states

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION Probably the S-B or the WISC is better to use for hearing children. More research needed; no breakdowns by race or sex are provided.

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT For the deaf, subtest intercorrelations range from .33 to .74 (ages 11 - 17)

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Author reports a correlation of .86 (I.Q's) with the 1960 S-B for 99 subjects (ages 3 - 10 and .78 (ages 11-17) for hearing children. Also correlations reported with performance on achievement tests and teacher ratings for the deaf.

B. RELIABILITY Split-half reliabilities reported are for wide-range populations: .95 for the deaf and .93 for the hearing (ages 3 - 10); .92 and .90 (ages 11-17)

C. OTHER TECHNICAL CONSIDERATIONS Test-retest information and standard errors of measurement information are needed

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST This test considered to be good for assessing the "book learning" capability of deaf children.

TEST NO. 10900

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME Leiter International Performance Scale (Arthur Adaptation, 1952)

B. PUBLISHER C.H. Stoelting Company

C. COPYRIGHT DATE 1936 1948 COST $187.50 PER set & manual

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 60 items ranging from matching of colors and forms to completion of patterns, analogous designs and c;assification of objects.

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME No time limits

C. TRAINING OF ADMINISTRATOR (Directions are pantomimed.) Experienced Clinician

D. EASE OF SCORING Requires no verbalization: Child chooses matching blocks and inserts them into frame

E. OTHER ADMINISTRATIVE CONSIDERATIONS Pictures are outdated. Requires good deal of perceptual organization and discrimination.

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 2 - 18; Arthur Adaptation: 3 - 8

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

For children with speech and hearing difficulties, mental retardates, foreign-born or bi-lingual children and shy or withdrawn children.

ANALYSIS FROM: Buros, 6th, 1972 BY: (J. Martin)

TEST NO. 10900

TEST NAME: Leiter International Performance Scale

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____
yields an M.A. and I.Q.

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

289 children: middle class, midwestern metropolitan background; few handicapped

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION _____

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Correlations between the scale and the S B (4, 5,7,8 yr olds) range between .69 and .93; correlations on mentally retarded or brain damaged run lower (.56 - .86)

B. RELIABILITY (No reliability data given in manual of Arthur adaptation.)

C. OTHER TECHNICAL CONSIDERATIONS _____

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

TEST NO. 11220

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SEA-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

I. IDENTIFYING INFORMATION:

A. TEST NAME Pictorial Test of Intelligence

B. PUBLISHER Houghton Mifflin Co.

C. COPYRIGHT DATE 1964 COST $33.00 PER kit

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 54 stimulus cards; 137 respo car

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Picture Vocabulary 2) Form Discrimination 3) Information/Comprehension 4) Similarities 5) Size/Number 6) Immediate Recall

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME _____

C. TRAINING OF ADMINISTRATOR _____

D. EASE OF SCORING _____

E. OTHER ADMINISTRATIVE CONSIDERATIONS _____

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 3 - 8

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

Requires sufficient command of English to understand simple instructions.

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Good for study of children with motor or speech handicaps

ANALYSIS FROM: Buros, 7th, 1972 BY: (J. Martin)

TEST NO. 11220

TEST NAME: Pictorial Test of Intelligence

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? M.A. and Deviation I.Q. are provided BUT CAN BE COMPUTED (BY SUBTEST)?

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES?

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?)

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

Based on 1,830 children randomly selected to compare with 1960 census.

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION

7. TECHNICAL ASPECTS:

A. VALIDITY Inadequate documentation - needs additional research

1. CONTENT

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Correlates about as well (.70's) with the S-B as the WISC does and better that the PPVT.

B. RELIABILITY Manual reports test-retest reliability coefficients ranging from .90 to .96 for time intervals of 2 to 6 weeks.

C. OTHER TECHNICAL CONSIDERATIONS

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST

TEST NO. 11380

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory/ Perceptual/ Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME Slosson Intelligence Test For Children and Adults

B. PUBLISHER Slosson Educational Publications

C. COPYRIGHT DATE 1963 COST $5.00 PER kit

D. NUMBER OF LEVELS 1 NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA:

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: Oral Reading Test (ORT) is Included in manual.

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL individual

B. ESTIMATED TESTING TIME 10 - 20 minutes

C. TRAINING OF ADMINISTRATOR teacher, principal, guidance counselor, social worker, nurse, psychometrist, etc.

D. EASE OF SCORING quick and easy

E. OTHER ADMINISTRATIVE CONSIDERATIONS heavy emphasis on language skills

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) infant to adult

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

Special considerations for testing handicapped are included in the manual.

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ANALYSIS FROM: Buros, 7th, 1972 Test Manual BY: (J. Martin)

TEST NO. 11380

TEST NAME: Slosson Intelligence Test (SIT)

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? No BUT CAN BE COMPUTED (BY SUBTEST)? Ratio I.Q. provided

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? No

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) No

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS) Standardizing sample as reported in the manual included wide range of ages and cases(both rural and urban New York State). Only non-English speaking were omitted.

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION Standard error of measurement is 4.3.

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Comparisons with the Stanford-Binet L-M, the WISC, and the WAIS show high correlation(from .90 to .97) at levels from age 4 to adult (as reported in the manual)

B. RELIABILITY Test-retest reliability coefficient of .97 was obtained (2 month interval) on 139 subjects from age 4 - 50 years.

C. OTHER TECHNICAL CONSIDERATIONS Useful as a quick individual screening instrumen for both children and adults.

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading & Mathematics - Areas D & F

1. Identifying Information:

TEST NO. 20210 Elementary
20230 Lower Primary
20240 Upper Primary

A. Test Name: California Achievement Test (CAT)

B. Publisher: California Test Bureau

C. Copyright Date: 1957, 1963, 1970

D. Cost: _____ per: _____

E. Number of Levels: 3 Number of forms: _____

2. Subtest Area(s) in Reading: Reading Vocabulary, Reading Comprehension and Letter Recognition (only at lower primary level).

3. Subtest Area(s) in Mathematics: Arithmetic Reasoning, Arithmetic Fundamentals

4. Subtest Area(s) in another content area: Mechanics of English, Spelling and Handwriting

5. Administrative Usability:

A. Group vs. Individual Group

B. Estimated testing time for relevant subtests 40" - 45"

C. Training of Administrator no special training required

D. Ease of Scoring Lower & upper levels require student marking in Handbook and handscoring. Elementary level can use IBM or SCOREZE sheets (self-scoring)

E. Other administrative considerations stop watch, or clock with second hand.

6. Examinee Appropriateness:

A. Grade level appropriateness (norm range) Lower Primary (Gr. 1 & 2)
Upper Primary (Gr. 2.5, 3 & 4), Elementary (Gr. 4-6).

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills? YES, all of the above abilities required

C. Is the test designed for a particular handicapped population?
NO

D. Other examinee considerations?

Test Name: California Reading Test of the California Achievement Test

7. Interpretation:

   A. Is grade or developmental level provided? grade (by subtest)? yes

   B. Can comparison be made across subtests via use of scaled scores? yes

   C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) - yes, but cautions that subtest divisions may not be reliable. There is a diagnostic profile for divisions within subtest area. These divisions should not be used for placement.

   D. Adequacy of norm information (local, national, special populations). Should have local norms

   E. Other considerations relative to interpretation: Normative & Standardized work has been done only with form W. The publisher recommends that forms other than W not be used for research.

8. Technical Aspects:

   A. Validity:

      1. Content: Generally reliable and valid measures of Reading Behaviors

      2. Correlational (predictive, concurrent):

   B. Reliability:

   C. Other technical considerations: The Reading Diagnostic Profile have not been demonstrated to be reliable or valid measures.

9. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading & Mathematics - Areas D & F

1. Identifying Information: TEST NO. 20680

   A. Test Name: Iowa Test of Basic Skills

   B. Publisher: Houghton Mifflin Company

   C. Copyright Date: (1965), 1964 (Note 1971-72 Edition Available but not reviewed here).

   D. Cost: 84¢ per: test ($3.36 per set of 35 MRC answer sheets, teacher's manual, and 35 pupil report folders.

   E. Number of Levels: 6 Number of forms: 4

2. Subtest Area(s) in Reading: Vocabulary, Reading Comprehension, Language Skills, (Spelling, Capitalization, Punctuation, & Usage).

3. Subtest Area(s) in Mathematics: Arithmetic Skills (Concepts & Problem Solving)

4. Subtest Area(s) in another content area: Work-Study Skills (Map Reading, Reading Graphs and Use of Reference Materials).

5. Administrative Usability:

   A. Group vs. Individual Group

   B. Estimated testing time for relevant subtests 139 Min. Total

   C. Training of Administrator Teacher

   D. Ease of Scoring Machine or hand scoreable - Scoring masks are given

   E. Other administrative considerations excellent manuals & accessories including pupil report folder "How Are Your Skills"

6. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) 3 thru 9

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
   YES - Reading, Vision, Hearing, Fine Motor Skills

   C. Is the test designed for a particular handicapped population?
   NO

   D. Other examinee considerations? 1 Test Booklet for all grades. This may be complex for younger children to use

Test Name: Iowa Test of Basic Skills

7. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) For all of the subtests except the Vocabulary Test, a detailed skills classification has been provided and the test items for each skill are identified.

D. Adequacy of norm information (local, national, special populations). National

E. Other considerations relative to interpretation: Norms have been developed for beginning, middle and end of the year performance.

8. Technical Aspects:

A. Validity:

(5th. Buros) 1. Content: Good - Extreme careful identification and definition of skill processes being tested was done before test items were devised.

2. Correlational (predictive, concurrent): not available - but is claimed to be as high as for older Iowa tests which were very adequate for prediction of status in high school and 1st year university.

(5th. Buros 1959) B. Reliability: High - .84 to .96 for the major tests
.70 to .93 for the subtests

C. Other technical considerations:

9. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading & Mathematics - Areas D & F

1. Identifying Information:

TEST NO. 21010 Elementary
21030 Intermediate
21040 Primary I
21050 Primary II

A. Test Name: Metropolitan Achievement Tests

B. Publisher: Harcourt, Brace & Jovanovich, Incorporated

C. Copyright Date: 1970-1971

D. Cost: $6.50 per: 35 Tests

E. Number of Levels: 4 Number of forms: 2

2. Subtest Area(s) in Reading: Word Knowledge, Reading

3. Subtest Area(s) in Mathematics:

4. Subtest Area(s) in another content area: Science & Social Studies

5. Administrative Usability:

A. Group vs. Individual Group

B. Estimated testing time for relevant subtests 50 Minutes

C. Training of Administrator Teacher - Handbook & Directions are provided.

D. Ease of Scoring Hand-scoring stencil or scoring service

E. Other administrative considerations

6. Examinee Appropriateness:

A. Grade level appropriateness (norm range) 2.5-3.4, 3.5-4.9, 5.0-6.9 and 7.0-9.5.

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills? YES, Reading, Vision, Fine Motor Skills

C. Is the test designed for a particular handicapped population?
NO

D. Other examinee considerations?

Test Name: Metropolitan Achievement Tests

7. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) - Provides 3 scores Word Knowledge, Reading, Total.

D. Adequacy of norm information (local, national, special populations). Age, grade, percentile, geographic, parochial school norms.

E. Other considerations relative to interpretation: Results reported in 3 forms: Grade Equivalents, Percentiles, Stanines

8. Technical Aspects:

A. Validity:

1. Content: Has been obtained - measure of validity of word discrimination subtest is a little vague.

2. Correlational (predictive, concurrent):

B. Reliability:

.79 to .96 for each subtest

C. Other technical considerations:

9. Note any specific considerations for this test: Does not discriminate well among students reading at ninth grade or above. Is considered to be one of the best survey tests of reading achievement on elementary level (H. Alan Robinson)

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading & Mathematics - Areas D & F

1. Identifying Information: TEST NO. 21190

   A. Test Name: Peabody Individual Achievement Test

   B. Publisher: American Guidance Service, Incorporated

   C. Copyright Date: 1970

   D. Cost: $24.00 per: complete kit

   E. Number of Levels: K thru 12 Number of forms: _____

2. Subtest Area(s) in Reading: Subtest #2 - Reading Recognition
   Subtest #3 - Reading Comprehension

3. Subtest Area(s) in Mathematics: Mathematics

4. Subtest Area(s) in another content area: Subtest #4 - Spelling
   Subtest #5 - General Information

5. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests Subtest's #2 & #3 Approx. 20 Mi

   C. Training of Administrator none - detailed study of manual

   D. Ease of Scoring easy - items correct up to ceiling item.

   E. Other administrative considerations Uses basal and ceilings to determine what items to administer

6. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) K thru 12

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
   Reading, Vision, Speech and Gross Motor (Not writing)

   C. Is the test designed for a particular handicapped population? NO

   D. Other examinee considerations? On all but word recognition pointing or a vocal response is acceptable.

Test Name: Peabody Individual Achievement Test

7. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? Standard sc not scaled s

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) No, it is a broad instrument only, not formal diagnostic use.

D. Adequacy of norm information (local, national, special populations). Sampling on a national basis, children attending regular classrooms in public schools operated by local school systems effort to have urban, suburban and rural in equal shares. Total of 2,600 half boys and half girls.

E. Other considerations relative to interpretation: _____

_____

_____

8. Technical Aspects:

A. Validity:

1. Content: Items compiled after extensive investigation of curriculum materials and subject-matter experts, tried to minimize bias toward any given curriculum approach.

2. Correlational (predictive, concurrent): Only one piece of evidence is yet available correlating the PIAT with another achievement test. To the WRAT using mentally retarded adolescents. Therefore it is not completely appropriate.

B. Reliability: Overall of .78 for all subtest at all levels
Total Test .89 Reading Comprehension .64
Reading Recognition .89

C. Other technical considerations: "Chances are about 2 out of three (68 in 100) that an individual's obtained score does not vary more than one standard error of measurement from his true score.

9. Note any specific considerations for this test: A relatively new test. Manual puts forth a request for more attention from researchers to reliability validity and utility on the PIAT.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Mathematics - Area F

1. Identifying Information: TEST NO. 21435 Prim
21436 Prima

A. Test Name SRA Achievement Series - Primary Edition*

B. Publisher Science Research Associates

C. Copyright Date unspecified but later than '69 (71 norms used)

D. Cost $3.00 per specimen set

E. Number of Levels 2 (Prim. I & Prim. II) Number of Forms 2 (E and F)

2. Subtest Area(s) within general content area (See objective index)
Concepts - Sets/Numeration, Operations, Measurement & Geometry, Place Value, Problem Solving - Computation - Addition, Subtraction, Multiplication and Division

3. Subtest Area(s) in another content area: Reading Comprehension, Vocabulary, Language and Language Usage, Spelling

4. Administrative Usability:

A. Group vs. Individual Group

B. Estimated testing time for relevant subtests N.A. - Total Test Routing 2½ Hrs

C. Training of Administrator Examiners Manual & Test Coordinators Handbook Avail

D. Ease of Scoring Extensive scoring service available

E. Other administrative considerations

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) N.A. (Norms available by economic or population density subgroups.

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
YES

C. Is the test designed for a particular handicapped population? NO

D. Other examinee considerations? Responses are in test booklets to be hand or machine scored.

*Higher level forms available.

Test Name: SRA Achievement Series - Primary Edition

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? READ., L.Arts., and Math NO

B. Can comparison be made across subtests via use of scaled scores? On detail level only by decile profiles

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) percentiles, right scores, in ratio format.

D. Adequacy of norm information (local, national, special populations). Yes - See 5A

E. Other considerations relative to interpretation: Can be matched with SRA Test of Educ. Ability for Comparison of Growth-Potential.

7. Technical Aspects: N.A.

A. Validity:

1. Content:

2. Correlational (predictive, concurrent):

B. Reliability:

C. Other technical considerations:

8. Note any specific considerations for this test: At time of review, no actual specimens on hand, only catalog description. Too recent for Buros review.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading & Mathematics - Areas D & F

TEST NO. 21480 Advanced
21510 Intermediate I
21520 Intermediate II
21530 Primary I
21540 Primary II

1. **Identifying Information:**

   A. **Test Name:** Stanford Achievement Test

   B. **Publisher:** Harcourt, Brace & Jovanovich, Inc.

   C. **Copyright Date:** 1964

   D. **Cost:** _____ per: Primary - $11.00 per pkg./Intermediate $16.00 per

   E. **Number of Levels:** Primary I - W,X,Y / Primary II - W,X,Y **Number of forms:** Intermediate I - W,
   Intermediate II - W
   Advanced - W,X,Y,Z,

2. **Subtest Area(s) in Reading:**
   Primary I - Word Reading, Para Meaning, Voc.
   Primary II & Intermediate I and II - Word Meaning, Para. Meaning
   Advanced - Para. Meaning

3. **Subtest Area(s) in Mathematics:** Arithmetic Comp., Arithmetic Concepts, and Arithmetic Application

4. **Subtest Area(s) in another content area:** Spelling, Language, Social Studies, Word St. Skills, Science

5. **Administrative Usability:**

   A. **Group vs. Individual** Either

   B. **Estimated testing time for relevant subtests** Word Meaning 10-15 Min.
   Para. Meaning 25-30 Min.
   ~~Voc. 15 Min.~~

   C. **Training of Administrator** Read the Manual

   D. **Ease of Scoring** Straightforward - relative ease

   E. **Other administrative considerations** _____

6. **Examinee Appropriateness:**

   A. **Grade level appropriateness (norm range)** Grades 1-8

   B. **Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?** Reading, vision, writing

   C. **Is the test designed for a particular handicapped population?**
   NO

   D. **Other examinee considerations?**

Test Name: Stanford Achievement Test

7. Interpretation:

A. Is grade or developmental level provided? Grade (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)
NO

D. Adequacy of norm information (local, national, special populations).
Norm sample attempted to duplicate characteristics for pupils in average daily attendance in public and private schools throughout country. Over 850,000 pupils in 50 states.

E. Other considerations relative to interpretation: _____

_____

_____

8. Technical Aspects:

A. Validity:

1. Content: Dependent on curriculum of individual school but seems generally to cover decoding and comprehension skills.

2. Correlational (predictive, concurrent): Correlation with 1964 & 1953 ed. Gr. 6 & 8 range from .74 - .86. Correlation between SAT and this range - .40 - .78.

B. Reliability: Split-half reliabilities for each of Grades 1-9 respectively was .89, .91, .91, .89, .90, .89, .90, .91. No test-retest reliability reported.

C. Other technical considerations: SEM for certain tests in battery may be so gr that scores must be interpreted with great caution.

9. Note any specific considerations for this test: SAT battery remains at forefront of such batteries available to school personnel below jr. high school level (Buros - P.F. Merenda)

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading & Mathematics - Areas D & F

1. Identifying Information: TEST NO. 21490 ES I
21500 ES II

A. Test Name: Stanford Early School Achievement Test

B. Publisher: Harcourt Brace Jovanovich, Inc.

C. Copyright Date: 1969

D. Cost: Level I $9.40 per: 35 Scoring Key and Practice Sheet $1.25
Level II $12.25 per: 35 Scoring Key $1.25

E. Number of Levels: 2 (Levels I and II Number of forms: one

2. Subtest Area(s) in Reading:

Level I
Letters and Sounds

Level II
Sentence Reading
Letters and Sounds
Word Reading

3. Subtest Area(s) in Mathematics:

Mathematics

4. Subtest Area(s) in another content area:

Level I
The Environment

Level II
Aural Comprehension

Level III
Environment
Aural Comprehension

5. Administrative Usability:

A. Group vs. Individual group

B. Estimated testing time for relevant subtests Level I: 20 minutes Level II: 7(

C. Training of Administrator Teacher or aide administered

D. Ease of Scoring Scoring presents no problem - scoring keys available

E. Other administrative considerations In beginning kgn - only 6 or 7 should be tested at one time. End of Kgn. or beginning of grade 1 - not more than 15.

6. Examinee Appropriateness:

A. Grade level appropriateness (norm range) Level I: K.1 - 1.1

Level II: grades 1.1 - 1.8

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills? Requires ability to attend - to listen and follow directions, and handle a pencil or crayon for marking.

C. Is the test designed for a particular handicapped population? No

D. Other examinee considerations?

Test Name: Stanford Early School Achievement Test

7. Interpretation:

A. Is grade or developmental level provided? No (by subtest)? No

B. Can comparison be made across subtests via use of scaled scores? No

Stanines and percentiles are provided for each subtest and for the total score.

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) Formal diagnostic information is not available. However, a content outline is provided, defining content of each test item. In addition, instructional implications are outlined for each subtest area.

D. Adequacy of norm information (local, national, special populations). 1968- administered in Kgn. and first grade. 8,310 pupils in Kgn. and 11,106 pupils in grade 1. Sizes of city: 28% from cities of 100,000 +; 30% from citi 10,000 to 100,000; 15% from urban below 10,000; 27% from rural areas. Two soci economic variables were also considered in selecting the standardization (over)

E. Other considerations relative to interpretation:

See "C". An individual profile chart is printed on the back of each test booklet. A class Record Form which accompanies each package of tests makes it possible to summarize the performance of the class as a whole

8. Technical Aspects:

A. Validity:

1. Content: Intercorrelations among part and total scores in grade K.1 (N = 8310) range from .53 - .89. For grade 1.1 (N = 11,106) the range is from .55 - .90.

2. Correlational (predictive, concurrent): Not available.

B. Reliability: Reliability correlations from K.1 range from 176 - 8.5. For grade 1.1, the range is from .77 - .89.(range is for subtests).

C. Other technical considerations:

Item difficulties are given. For each subtest, the percent of pupils answering each item correctly is given separately for grades K.1 and 1.1.

9. Note any specific considerations for this test:

D. continued:
population: median family income ($3,200 - $7,300) and median years of school completed by persons age 25 and above (8.7 - 12.3).

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading & Mathematics - Areas D&F

1. Identifying Information: TEST NO. 21740 Level I
21750 Level II

A. Test Name: Wide Range Achievement Test

B. Publisher: Psychological Corporation

C. Copyright Date: 1965

D. Cost: $4.40 per: 50 (1 pkg.) Manual $3.10

E. Number of Levels: 2 Number of forms: 1

2. Subtest Area(s) in Reading: Reading

3. Subtest Area(s) in Mathematics: Arithmetic

4. Subtest Area(s) in another content area: Spelling

5. Administrative Usability:

A. Group vs. Individual Individual

B. Estimated testing time for relevant subtests 10 seconds per word/Maximum Time - 15 Minutes

C. Training of Administrator Read the manual

D. Ease of Scoring Straightforward - relative ease

E. Other administrative considerations

6. Examinee Appropriateness:

A. Grade level appropriateness (norm range) Level I - intended for 5-0-11-11
Level II - intended for 12-0-Adulthood

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
Reading, Vision, Speech

C. Is the test designed for a particular handicapped population?
NO

D. Other examinee considerations?

Test Name: WRAT-Reading

7. Interpretation:

A. Is grade or developmental level provided? Grade (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) - NO

D. Adequacy of norm information (local, national, special populations). Norm Pop - School children & adults in 7 states - No representative nat'l sampling. Schools selected " of known socio-economic levels".

E. Other considerations relative to interpretation: No equivalent forms

8. Technical Aspects:

A. Validity:

1. Content: Appears to have content validity for Word reading or decoding skills.

2. Correlational (predictive, concurrent): Predictive validity between 2 forms - range from - .883 - .936 - Concurrent validity - with Woody Sangren Silent Rdg. Test - .78 - +.74; With new Stanford Rdg. Test +.80.

B. Reliability: For Reading Subtest - Level I - .981 - .993; Level II .983 - .988 (From manual).

C. Other technical considerations: Validity data discussion not always clear when the data reported is based on results from 1965 two-level editions (Buros-Merwin) "It is in domain of validity that the most serious questions about this test seem to arise. Here, the authors appear to have some bizarre conceptions to engage in somewhat exatic procedures" (Buros-Thorndike)

9. Note any specific considerations for this test:

1. It is possible by making note of S's responses and attempts at reading words, to obtain a good idea of child's word attack skills or lack of them.

(OVER)

2. "While possibly a potentially useful clinical tool for psychologist working with specialized cases, for general school use, it is impractical"
(Buros-Merwin)

3. "This test may have some value in clinical or research setting in which one is testing individually persons of such diverse ability or background that one cannot tell in advance what level of test would be appropriate, and needs to get a quick est of each person's gen'l level of ability and educational background."
(Buros-Thorndike)

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading - Area D

1. Identifying Information: TEST NO. 30430

   A. Test Name Durrel Analysis of Reading Difficulty

   B. Publisher World Book Company

   C. Copyright Date 1933-55

   D. Cost $3.75 per 35 Record Booklets/$3.70 per Examiner's Kit

   E. Number of Levels _____ Number of Forms _____

2. Subtest Area(s) within general content area (See objective index)
   Oral Reading, Silent Reading, Listening Test, Quick & Delay Word Analysis

3. Subtest Area(s) in another content area:

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests _____

   C. Training of Administrator Requires high degree of sophistication in Reading

   D. Ease of Scoring Clinical Judgement Needed

   E. Other administrative considerations _____

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Grades 1 to 6
   Not very effective below third grade.

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
   NO

   C. Is the test designed for a particular handicapped population?
   NO

   D. Other examinee considerations?
   None

Test Name: Durrel Analysis of Reading Difficulty

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? _____

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) YES, but suspect

D. Adequacy of norm information (local, national, special populations).
All norm information is based on speech of reading, not comprehension

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity: Lacks word attack - Skill assessment - No validity, reliability or normative information is provided

1. Content:

2. Correlational (predictive, concurrent):

B. Reliability:

C. Other technical considerations: Comprehension concerns only simple recall of details.

8. Note any specific considerations for this test: Probably best used for diagnostic information by an experienced examiner.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: READING - Area D

1. Identifying Information:

TEST NO. 30490 Primary A 30530 Survey D
30500 Primary B 30540 Survey E
30510 Primary C 30550 Survey F
30520 Primary CS

A. Test Name Gates-MacGinite Reading Tests

B. Publisher Teachers College Press

C. Copyright Date 1926 - 1965

D. Cost $.75 / 4.25 per specimen set / test package of 35

E. Number of Levels 6* CS in Speed & Accuracy for 2 and 3 Grade Number of Forms 2 for A,B,C, 3 for CS,D,E,F,

2. Subtest Area(s) within general content area (See objective index)
Vocabulary & Comprehension
Speed & Accuracy

3. Subtest Area(s) in another content area:

4. Administrative Usability:

A. Group vs. Individual Group

B. Estimated testing time for relevant subtests 50 to 105 Minutes

C. Training of Administrator Very little required

D. Ease of Scoring Straightforward - can be machine scored w/proper answer sheet

E. Other administrative considerations

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) 2nd. half of 1st grade thru grade 12

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?

Vision

C. Is the test designed for a particular handicapped population?

NO

D. Other examinee considerations?

Test Name: Gates-MacGinite Reading Tests

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

NO

D. Adequacy of norm information (local, national, special populations).

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity: No mention of Validity is made in the manual and apparently no attempt has been made to organize data for specific use as evidence of validity

1. Content:

Not discussed as such.

2. Correlational (predictive, concurrent):

B. Reliability:

C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: READING - Area D

1. Identifying Information: TEST NO. 30560

   A. Test Name Gates-McKillop

   B. Publisher Teacher's College Press

   C. Copyright Date 1962

   D. Cost $3.50 per specimen Kit Test Materials Booklet Forms 1 & 2 -
   Pupil Record Booklet Forms 1 & 2 - P
   25 -

   E. Number of Levels 1 form appropriate for all grades Number of Forms 2

2. Subtest Area(s) within general content area (See objective index): Oral Reading Words; Flash Presentation, Words; Untimed, Phrases; Flash Pres., Knowledge of Word Parts, Recognizing the Visual Form of Sounds, Auditory Blending, Supplement Tests such as: Spelling, Oral Vocab., Syllabification, Auditory Disc.

3. Subtest Area(s) in another content area:

   N/A

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests 1 hour

   C. Training of Administrator Considerable both formal and informal

   D. Ease of Scoring Some ambiguity and need for interpretation

   E. Other administrative considerations

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) thru grade 6

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?

      Vision, Language

   C. Is the test designed for a particular handicapped population?

      NO

   D. Other examinee considerations?

Test Name: Gates-McKillop

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) Suggestions for profile analysis throughout manual.

D. Adequacy of norm information (local, national, special populations).

E. Other considerations relative to interpretation: Examiner must interpret norms where reference group not entirely clear, needs to make decisions whether a test should be given and in what order and needs to consider alternative interpretations of test scores.

7. Technical Aspects:

A. Validity:

1. Content: No data provided

2. Correlational (predictive, concurrent):

B. Reliability: No data on reliability

C. Other technical considerations:

No norms for auditory discrimination score

8. Note any specific considerations for this test:

No comprehension subtest

TEST NO. 31390

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Oral Reading - Area D

1. IDENTIFYING INFORMATION:

A. TEST NAME Slosson Oral Reading Test(SORT)

B. PUBLISHER Slosson Educational Publications

C. COPYRIGHT DATE 1963 COST $1.00 PER pad with directions ~~and word lists~~

D. NUMBER OF LEVELS 1 NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA:

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA:

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 3 minutes to give and to score

C. TRAINING OF ADMINISTRATOR school teacher, principal, psychologists, etc.

D. EASE OF SCORING easy and quick hand scoring

E. OTHER ADMINISTRATIVE CONSIDERATIONS

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Primer level through high school

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ANALYSIS FROM: Manual BY: (J. Martin)

TEST NO. 31390

TEST NAME: Slosson Oral Reading Test

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? yes BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) no

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)
108 children from 1st grade - high school. No other information given.

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION _____

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Correlation of .96 (108 children from 1st grade - high school) with Gray's Standardized Oral Reading Paragraphs (Bobbs-Merril Co.)

B. RELIABILITY Test-retest reliability coefficient of .99 (one week interval)

C. OTHER TECHNICAL CONSIDERATIONS _____

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading - Area D

1. Identifying Information: TEST NO. 31557 Level I
31558 Level II

A. Test Name Stanford Diagnostic Reading Test

B. Publisher Harcourt, Brace & Jovanovich, Inc.

C. Copyright Date 1966-1968

D. Cost $7.90 per 35 Tests - 50¢ per key

E. Number of Levels 2 Number of Forms 2 (X, W)

2. Subtest Area(s) within general content area (See objective Index)
LEVEL I: Comprehension, Vocabulary, Auditory Disc., Syllabilication, Blending, Beginning Sentence Sounds and Sound Disc.

3. Subtest Area(s) in another content area: LEVEL II: Comprehension, Vocabulary, Syllabilication, Sound Discrimination, Blending, Rate

4. Administrative Usability:

A. Group vs. Individual Group

B. Estimated testing time for relevant subtests LEVEL I: 137 Min. - 4 Sessions
LEVEL II: 91 Min. - 3 Sessions

C. Training of Administrator Nothing Special

D. Ease of Scoring Hand-Scoring

E. Other administrative considerations

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) Level I - 2.5-4.5

Level II - 4.5 - 8.5

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?

YES - Reading, Vision and Hearing

C. Is the test designed for a particular handicapped population?

NO

D. Other examinee considerations?

Test Name: Stanford Diagnostic Reading Test

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES
Profiles and Class Record Charts Provided.

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)
Not beyond subtest scores

D. Adequacy of norm information (local, national, special populations).
Reasonable but not well specified

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity: Unknown

1. Content:

2. Correlational (predictive, concurrent):

B. Reliability: .87 - .93 for the subtests.

C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Mathematics - Area F

1. Identifying Information: TEST NO. 40710

   A. Test Name Key Math Diagnostic Arithmetic Test

   B. Publisher American Guidance Service, Inc.

   C. Copyright Date 1971

   D. Cost $21.00 per Kit (Includes: Test Plate Book, Manual, 25 Record Forms)

   E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective index)
   Numeration, Fractions, Geometry & Symbols, Addition, Subtraction, Multiplication Division, Mental Computation, Numerical Reasoning, Word Problems, Missing Elements, Money, Measurements, and Time.

3. Subtest Area(s) in another content area: None

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests 30 Minutes +

   C. Training of Administrator minimal, Aide, Teacher, Psychologist, etc.

   D. Ease of Scoring Very Easy - Right or response recording sheet

   E. Other administrative considerations Easel Style, minimal reading demands or need for written response

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Gr. 0.5 thru 3.5

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?

      Reading - (Only Symbols) Sentences that child sees are also read to him.

   C. Is the test designed for a particular handicapped population?

      NO

   D. Other examinee considerations?

      None

Test Name: Key Math Diagnostic Arithmetic Test

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) YES - 3 General Areas as well as 14 specific subtests. Appendix also groups individual items into "Instructional Clusters".

D. Adequacy of norm information (local, national, special populations). National, Community, Size, Race, Academic Ability.

E. Other considerations relative to Interpretation: Std. error of measure shown for each subtest right on profile sheet.

7. Technical Aspects:

A. Validity:

1. Content: relevant for diagnostic work

2. Correlational (predictive, concurrent): .69 with Iowa Basic Skills Reasoning Subtest.

B. Reliability: Median for subtests: .96

C. Other technical considerations:

8. Note any specific considerations for this test: All items are expressed as Behavioral Objectives in Appendix. Experienced examiner has advantage of getting prescriptive detail by observing responses as given in some cases. Generally content is well structured to provide any administrator with good prescriptive detail for pinpoint screening (Many items are one of a kind). Highly motivating format for relevant students.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Mathematics - Area F

1. Identifying Information: TEST NO. 41555 Level I
41556 Level II

A. Test Name Stanford Diagnostic Arithmetic Test

B. Publisher Harcourt, Brace & Jovanovich, Incorporated

C. Copyright Date 1966-1968

D. Cost $7.90 per 35 Tests - Key $.50

E. Number of Levels 2 Number of Forms 2 X, W

2. Subtest Area(s) within general content area (See objective index)
Level I - Concepts, Computations & Number Facts
Level II - Concepts, Computation, Common Fractions & Decimal Fractions & Percent

3. Subtest Area(s) in another content area: None

4. Administrative Usability:

A. Group vs. Individual Group

B. Estimated testing time for relevant subtests Level I 205 Min. - Lev. II 250

C. Training of Administrator Nothing Special

D. Ease of Scoring Easily hand-scored

E. Other administrative considerations Pupil profile & classrecord provided

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) Level I (2.5-4.5)
Level II (4.5-8.5)

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
YES, Vision

C. Is the test designed for a particular handicapped population?
No

D. Other examinee considerations?

Test Name: Stanford-Diagnostic Arithmetic Test P. 531

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) YES

D. Adequacy of norm information (local, national, special populations).

Large norm sample but not very well specified.

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity:

1. Content: No direct evidence on diagnostic validity

2. Correlational (predictive, concurrent):

B. Reliability: Respectably high; Total Scores .89 to .98
Subtest .57 to .95

C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LABS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor - Area A

1. Identifying Information: TEST NO. 50110

   A. Test Name Auditory Discrimination Test

   B. Publisher Language Research Associates (J. Wepman)

   C. Copyright Date 1958

   D. Cost $6.00 per test manual - 50 test forms

   E. Number of Levels 1 Number of Forms 2

2. Subtest Area(s) within general content area (See objective index)

3. Subtest Area(s) in another content area:

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests 5 - 10 Minutes

   C. Training of Administrator Requires some practice

   D. Ease of Scoring Easily scored

   E. Other administrative considerations

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) 5 - 8 years

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
      Language - conceptual knowledge of likeness and difference

   C. Is the test designed for a particular handicapped population?
      NO

   D. Other examinee considerations?

Test Name: Auditory Discrimination Test

6. Interpretation:

A. Is grade or developmental level provided? NO But can be roughly computed (by subtest)? NO

B. Can comparison be made across subtests via use of scaled scores? N/A

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

NO

D. Adequacy of norm information (local, national, special populations).

Not Given

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity:

1. Content: Some relationship to intelligence, speaking and reading

2. Correlational (predictive, concurrent):

None reported

B. Reliability: Two forms intercorrelate .94; test - retest - .91

C. Other technical considerations:

8. Note any specific considerations for this test: Measures only one aspect of auditory perception - that of discrimination.

TEST NO 50120

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME The Ayres Space Test

B. PUBLISHER Western Psychological Services

C. COPYRIGHT DATE 1962 COST $30.00 PER set

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 60 form board items requiring simple spatial discriminations

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 20 - 30 minutes

C. TRAINING OF ADMINISTRATOR Clinical Training

D. EASE OF SCORING Must note accuracy and time involved in each choice

E. OTHER ADMINISTRATIVE CONSIDERATIONS Directions somewhat unclear as to timing

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Age 3 and over

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

Requires vision and minimal motor skill

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

For diagnosis of brain damage

ANALYSIS FROM: Buros, 6th, 1965 BY: (J. Martin)

TEST NO. 50120

TEST NAME: The Ayres Space Test

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS) Basic normative data based on 15 male and 15 female children at each year of age from 3 - 10 years (No norms for ages 11 and over)

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION _____

7. TECHNICAL ASPECTS:

A. VALIDITY Lack of validating evidence for the test as a predictor of brain damage.

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) _____

B. RELIABILITY Internal consistency coefficients are reported in the manual to be high at each age level.

C. OTHER TECHNICAL CONSIDERATIONS Ceiling is reached around 14 years of age.

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST: Manual claims too much; More research is necessary on this test.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor- Areas A or I

1. Identifying Information: TEST NO. 5 65

   A. Test Name Bayley Scales of Infant Development

   B. Publisher Psychological Corporation

   C. Copyright Date 1969

   D. Cost $5.00 per manual, $3.00 per 25 mental scale booklets; $2.25 per 25 motor scale booklets per $88.00 per set (Manual & 25 booklets) $2.25 per 25 Infant scale booklets

   E. Number of Levels _____ Number of Forms 1

2. Subtest Area(s) within general content area (See objective index)
   2 scores - 1 Mental; 2 Motor, plus 30 behavior ratings.

3. Subtest Area(s) in another content area:

   "Infant Behavior Record"

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests 45 - 90 Minutes

   C. Training of Administrator Difficult to learn to administer

   D. Ease of Scoring Straightforward and simple

   E. Other administrative considerations The motor scale needs use of stairs and walking board.

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) 2 - 30 Months

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
      It would tend to indicate any such disability

   C. Is the test designed for a particular handicapped population?
      No

   D. Other examinee considerations?

Test Name: Bayley Scales of Infant Development

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)
"Neither the mental nor motor scale is designed to indicate specific neurological or sensory deficits" (Robert R. Collard)

D. Adequacy of norm information (local, national, special populations).
Considered excellent in terms of geographic, racial, socio-economic, etc. representation

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity:

1. Content: No data on validity of motor scale. Validity of mental scale correlated with Stanford Binet - correl. of .57 6 months age overlap.

2. Correlational (predictive, concurrent): No data on predictive validity of mental scale; author states value is to determine child's current status.

B. Reliability: Considered satisfactory.

C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor - Area A or I

1. Identifying Information: TEST NO. 50170

A. Test Name Bender Gestalt Test for Young Children

B. Publisher Grune & Stratton inc. (Koppitz)

C. Copyright Date 1964

D. Cost $8.50 per Manual

E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective index)

N/A

3. Subtest Area(s) in another content area:

N/A

4. Administrative Usability:

A. Group vs. Individual Individual

B. Estimated testing time for relevant subtests 10 Minutes

C. Training of Administrator Clinical Training Needed

D. Ease of Scoring Exacting but very adequate response samples are provided.

E. Other administrative considerations Performance may be greatly affected by directions and protocol.

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) 5 to 10 years

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
The test is designed to assess difficulties in the visual, motor area.

C. Is the test designed for a particular handicapped population?

Not really. It is offered as a measure of minimal brain dysfunction.

D. Other examinee considerations?

The number of errors decrease with older children and therefore its diagnostic value decreases also.

Test Name: Bender Gestalt Test for Young Children

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? N/A

B. Can comparison be made across subtests via use of scaled scores? N/A

C. Does test provide score breakdowns beyond overall score and subtest scores ('.e., formal diagnostic utility?)

N/A

D. Adequacy of norm information (local, national, special populations).

Norm sample consisted of 1104 children in urban, suburban and rural settings.

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity:

1. Content: The manual provides correlational data of scores with various external criterion such as I.Q. achievement, and brain injury.

2. Correlational (predictive, concurrent): Although a popular diagnostic tool, its ability to discriminate psychiatric syndromes has not been substantiated very well.

B. Reliability: Good interscorer reliability and adequate test-retest reliability but based on relatively small sample.

C. Other technical considerations:

8. Note any specific considerations for this test:

TEST NO. 50180

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME Benton Revised Visual Retention Test

B. PUBLISHER The Psychological Corporation

C. COPYRIGHT DATE 1946 1955 COST $5.80 PER set

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 3

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: Memory, Perception, and Visuomotor Functions

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 5 minutes

C. TRAINING OF ADMINISTRATOR Clinical

D. EASE OF SCORING _____

E. OTHER ADMINISTRATIVE CONSIDERATIONS Still an experimental test

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Age 8 to adult

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Purpose is to diagnose brain injury (does not succeed too well in research to date)

ANALYSIS FROM: Buros, 5th, 1959 BY: (J. Martin)

TEST NO. 50180

TEST NAME: Benton Revised Visual Retention Test

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

Not available in test manual

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION There is no indication that a test for brain damage can separate neurological factors from environmental factors in test performance for most subjects.

7. TECHNICAL ASPECTS:

A. VALIDITY Not well established and not reported fully in the manual.

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) _____

B. RELIABILITY _____

C. OTHER TECHNICAL CONSIDERATIONS _____

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST Does not separate memory and perception.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor- Area 1

1. Identifying Information: TEST NO. 50385

   A. Test Name Denver Developmental Scale

   B. Publisher Ladoca Project and Publishing Foundation, Inc.

   C. Copyright Date 1970

   D. Cost $6.25 per kit $1.00 per manual and $1.00 per 100 Tests

   E. Number of Levels _____ Number of Forms _____

2. Subtest Area(s) within general content area (See objective index)
   Gross Motor, Fine Motor Adaptive, Language and Personal Social

3. Subtest Area(s) in another content area:

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests 15 - 20 Minutes

   C. Training of Administrator None

   D. Ease of Scoring Pass - Fail

   E. Other administrative considerations Direct Observation

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) 6 Weeks to 6.4 Years

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
      NO

   C. Is the test designed for a particular handicapped population?
      NO

   D. Other examinee considerations?

Test Name: Denver Developmental Scale

6. Interpretation:

A. Is grade or developmental level provided? Develop (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) NO

D. Adequacy of norm information (local, national, special populations).

Denver population

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity:

1. Content: Not Available

2. Correlational (predictive, concurrent): Correlate .97 with the Yale Developmental Examination.

B. Reliability: A small group was retested by four separate examiners for a 90 to 100% agreement for each item.

C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor - Area I

1. Identifying Information: TEST NO. 50400

   A. Test Name Developmental Test of Visual-Motor Integration (Berry-Rucktenica)

   B. Publisher Follett

   C. Copyright Date 1967

   D. Cost $70.29 per 100 tests, manual, monograph and worksheets

   E. Number of Levels 1 Number of Forms 2

2. Subtest Area(s) within general content area (See objective index)

   Visual Motor Coordination

3. Subtest Area(s) in another content area:

4. Administrative Usability:

   A. Group vs. Individual Individual or Small Group

   B. Estimated testing time for relevant subtests 10 Minutes

   C. Training of Administrator Clear Directions - Teacher can do it

   D. Ease of Scoring Fairly subjective although examples are given

   E. Other administrative considerations Child must copy forms in a booklet

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) 2-8 (short form) 2-15 (long form)

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?

      Requires ability to copy geometric forms

   C. Is the test designed for a particular handicapped population?

      NO

   D. Other examinee considerations?

      None

Test Name: Berry-Bucktenica

6. Interpretation:

A. Is grade or developmental level provided? age eq. (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? N/A

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

NO

D. Adequacy of norm information (local, national, special populations).

Adequate for ages 5-13 and particularly for suburban school.

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity:

1. Content: poorly documented

2. Correlational (predictive, concurrent): poorly documented

B. Reliability: poorly documented

C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor - Area I

1. Identifying Information: TEST NO. 50475

   A. Test Name Frostig Movement Skills Test Battery

   B. Publisher Consulting Psychologists Press

   C. Copyright Date _____

   D. Cost $6.00 per manual and 50 record sheets

   E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective Index)
   Hand-eye coordination, strength, balance, visual guided movement, and flexibility

3. Subtest Area(s) in another content area:

4. Administrative Usability:

   A. Group vs. Individual Individual or group of 3 or 4

   B. Estimated testing time for relevant subtests 20 Minutes

   C. Training of Administrator not necessary

   D. Ease of Scoring _____

   E. Other administrative considerations equipment (such as 2 X 4's) needed

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Ages 6 - 12

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
   Following Directions

   C. Is the test designed for a particular handicapped population?
   NO

   D. Other examinee considerations?

Test Name: Frostig Movement Skills Test Battery

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

NO

D. Adequacy of norm information (local, national, special populations).

Unknown at Present

E. Other considerations relative to interpretation: Experimental Edition

Not Available at Present

7. Technical Aspects:

A. Validity:

1. Content:

2. Correlational (predictive, concurrent):

B. Reliability:

C. Other technical considerations:

8. Note any specific considerations for this test: Write ups appear to be good but technical data has not yet been received. If normative data is good, this test should be very useful.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor - Area I

1. Identifying Information: TEST NO. 50910

A. Test Name Lincoln-Oseretsky Motor Development Scale

B. Publisher C. H. Stoelting Company

C. Copyright Date 1955

D. Cost $19.00 per set of 50 record blanks and manual

E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective index)
6 primary sensory-motor areas: gen'l coordination, simultaneous voluntary movements, hand-eye coordination, finger dexterity, motor-speed, and perf. without superfluous movements.

3. Subtest Area(s) in another content area:

4. Administrative Usability:

A. Group vs. Individual Individual

B. Estimated testing time for relevant subtests 30 - 60 Minutes

C. Training of Administrator Little

D. Ease of Scoring Very specific and straight-forward

E. Other administrative considerations rather tedious to administer and score

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) 6 - 14

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
NO

C. Is the test designed for a particular handicapped population?
NO

D. Other examinee considerations?

Test Name: Lincoln-Oseretsky Motor Development Scale

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

NO

D. Adequacy of norm information (local, national, special populations).

More than 700 children from 6 - 14 are included

E. Other considerations relative to interpretation: Items are samples of motor performances and improve with age.

7. Technical Aspects:

A. Validity: Buros (1959) 6th MMYB

1. Content: Only the fact that there is improvement with age. No claim of what is being measured.

2. Correlational (predictive, concurrent): None

B. Reliability: None reported.

C. Other technical considerations: Factor analytic studies show low positive relationship to other measures of gross motor ability.

8. Note any specific considerations for this test: Mostly manual coordination, hand and arm movements, and gross motor skills. Not just strength and power.

TEST NO. 50950

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME Marianne Frostig Developmental Test of Visual Perception

B. PUBLISHER Consulting Psychologists Press, Inc.

C. COPYRIGHT DATE Revised, 1966 COST $.60 $3.00 PER test booklet manual

D. NUMBER OF LEVELS one NUMBER OF FORMS one

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Eye-motor coordination 2) Figure-ground discrimination 3) Form constancy 4) Position in space 5) Spatial relations

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA:

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Small group; Handicapped should be individually tested.

B. ESTIMATED TESTING TIME 45 - 60 minutes

C. TRAINING OF ADMINISTRATOR Thorough familiarity with test and experience with individual administration at all age levels is suggested before group testing.

D. EASE OF SCORING Objective - takes 5 - 10 minutes. Detailed instructions for scoring in test manual.

E. OTHER ADMINISTRATIVE CONSIDERATIONS

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 3 - 8, but designed mainly for use with young children.

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

May be used for deaf, hard-of-hearing, non-English speaking

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ANALYSIS FROM: Manual
Buros, 7th, 1972

BY: (J. Martin)

2.13

TEST NO. 50950

TEST NAME: Marianne Frostig Developmental Test of Visual Perception

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? yes BUT CAN BE COMPUTED (BY SUBTEST)? _____
P.Q. (Perceptual Quotient): P.A. (Perceptual Age)

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? yes

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)
Middle class white standardization sample(Ages 3 - 9; 2116 subjects) S. Calif.

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION When used as intended, this test yields invaluable information regarding child's methods of processing information and his level of functioning in activities which have been found important in academic achievement.

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) In 1961 study, correlation found between teacher ratings of classroom adjustment and Frostig scores suggests that disturbances in visual perception may be reflected in disturbances in classroom behavior.

B. RELIABILITY In study of 50 children reported by author(1561) the product-moment coefficient of retest reliability was .98 using the full range of ages! (A split half reliability analysis was also performed; 1963 scoring).

C. OTHER TECHNICAL CONSIDERATIONS _____

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST The primary use of this test is to identify those children who need special perceptual training.

TEST NO. 50970

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME Memory-For-Designs Test

B. PUBLISHER Psychological Test Specialists

C. COPYRIGHT DATE 1946; 1960 COST $8.50 PER set

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 15 cards with designs to be drawn from memory

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 5 - 10 minutes

C. TRAINING OF ADMINISTRATOR Clinical

D. EASE OF SCORING In the general scoring, qualitative features are not evaluated; expected score tables for adults and children are provided.

E. OTHER ADMINISTRATIVE CONSIDERATIONS _____

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 8.5 and over

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?
Subject is required to draw 15 designs from memory.

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Designed for assessment of brain damage

ANALYSIS FROM: Buros, 6th & 7th BY: (J. Martin)

TEST NO. 50970

TEST NAME: Memory-For-Designs Test

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____
Expected score tables are provided

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

Validity varies widely with type of sample used.

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION From norms presently available, it would be difficult to exclude the presence of a functional psychiatric disorder as an alternative explanation of a poor score.

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT Two cross-validation studies showed MFD test correctly identified brain damaged 42 - 50 % of the time

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Study (Walters, 1961): reading retardation in 2nd grade children was shown to be strongly related to MFD scores. Several studies have compared the MFD with the Bender Gestalt Test and the Benton Visual Retention Test.

B. RELIABILITY Test-retest reliabilities range from .72 to .90.

C. OTHER TECHNICAL CONSIDERATIONS The value of the MFD in diagnosis of severely brain damaged cases is more clearly established than in mildly impaired.

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

TEST NO. 51080

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive

1. IDENTIFYING INFORMATION:

A. TEST NAME Minnesota Percepto-Diagnostic Test

B. PUBLISHER Clinical Psychology Publishing Company, Inc.

C. COPYRIGHT DATE 1962 1963 COST $3.50 2.50 PER set of testing mat. manual

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: Subject copies 6 figures and his reproductions are scored for amount of rotation.

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME Not reported; not a speed test.

C. TRAINING OF ADMINISTRATOR Clinical

D. EASE OF SCORING Objective scoring system: amount of rotation in degrees from the vertical or horizontal axis measured with protractor and ruler.

E. OTHER ADMINISTRATIVE CONSIDERATIONS Reported to be simple and brief to administer

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 8 - 15; 18 - 65

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Diagnosis of organic brain damage and emotional disturbance

ANALYSIS FROM: Buros 6th, 1965 BY: (J. Martin)

TEST NO. 51080

TEST NAME: Minnesota Percepto-Diagnostic Test

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? No BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

Standardization data do not permit the inference that the test would be ~~clinically successful in diagnosis of minimal or even moderate organicity.~~

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION Apparently discriminates well between normals, functionally disturbed, and organically brain damaged. However, authors stress need for caution in interpreting MPD scores.

7. TECHNICAL ASPECTS:

A. VALIDITY Not reported specifically in Buros. Just statement: ". . . it displays substantial validity for this purpose."

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) _____

B. RELIABILITY _____

C. OTHER TECHNICAL CONSIDERATIONS ~~Organics: rotated 60 degrees or more:~~ Personality disturbance: from 21 - 59; Normals: under 21 degrees

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor Area I

1. Identifying Information: TEST NO. 51340

A. Test Name Purdue Perceptual-Motor Survey

B. Publisher Merrill - Roach and Kephart

C. Copyright Date 1966

D. Cost $10.00 per manual and 25 record forms

E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective index)

Balance, jumping, skip, coordinated movement

3. Subtest Area(s) in another content area:

Visual-Motor

4. Administrative Usability:

A. Group vs. Individual Individual

B. Estimated testing time for relevant subtests 20

C. Training of Administrator Requires thorough review of manual

D. Ease of Scoring Somewhat subjective

E. Other administrative considerations Some materials are needed

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) Ages 6 - 10

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
Ability to understand and follow directions, must be ambulatory.

C. Is the test designed for a particular handicapped population?
NO

D. Other examinee considerations?

Test Name: PMS

6. Interpretation:

A. Is grade or developmental level provided? NO (by subtest)? NO

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

NO

D. Adequacy of norm information (local, national, special populations).

Fair

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity:

1. Content: Based on theoretical concepts developed by Kephart

2. Correlational (predictive, concurrent): Teacher ratings .65

B. Reliability: Test-retest .95 - N = 30

C. Other technical considerations: Factor analysis shows lack of stability of traits measured up through 4th. grade.

8. Note any specific considerations for this test: Should be considered a survey of several types of skills rather than a test. Deals primarily with motor skills as they relate to perceptual development.

TEST NO. 51400

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME Southern California Figure Ground Visual Perception Test

B. PUBLISHER Western Psychological Services

C. COPYRIGHT DATE 1966 COST $15.00 PER kit

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: Visual perception of a foreground figure on a rival background

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 5 - 20 minutes

C. TRAINING OF ADMINISTRATOR Can be administered with minimal training.

D. EASE OF SCORING simple

E. OTHER ADMINISTRATIVE CONSIDERATIONS timing variable confusing

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 4 - 10

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Designed to assess visual perception

ANALYSIS FROM: Buros, 7th, 1972 BY: (J. Martin)

TEST NO. 51400

TEST NAME: Southern California Figure Ground Visual Perception Test

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)
Metropolitan Los Angeles - little other information given

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION No statistics indicating I.Q. distribution of sample; not all neurological disorders show disfunction on the figure-ground perceptual test.

7. TECHNICAL ASPECTS:

A. VALIDITY Validity studies not clearly described in the manual.

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) _____

B. RELIABILITY Subject to serious question: After one week, retest correlations ranged from .37 to .52 (N=301)

C. OTHER TECHNICAL CONSIDERATIONS _____

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST Test requires more work and research.

TEST NO. 51410

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Areas A and I

1. IDENTIFYING INFORMATION:

A. TEST NAME Southern California Kinesthesia and Tactile Perception Test

B. PUBLISHER Western Psychological Services

C. COPYRIGHT DATE 1966 COST $22.00 PER examiner's kit

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Kinesthesia 2) Manual Form Perception 3) Finger Identification 4) Graphesthesia 5) Localization of Tactile Stimuli 6) Double Tactile Stimulation Perception

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME _____

C. TRAINING OF ADMINISTRATOR Clinical

D. EASE OF SCORING _____

E. OTHER ADMINISTRATIVE CONSIDERATIONS _____

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 4 - 8

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

No verbal responses required

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Designed to measure dysfunction in somesthetic perception

ANALYSIS FROM: Buros, 7th, 1972 BY: (J. Martin)

TEST NO. 51410

TEST NAME: Southern California Kinesthesia and Tactile Perception Tests

E. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

953 subjects (ages 4.0 - 8.6) representative of socioeconomic levels of Metropolitan Los Angeles.

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION Girls in the norms sample tended to score higher than boys; tests do provide information concerning the child's use of tactile and kinesthetic information.

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Compared with Frostig and Ayres Space Test: showed moderate correlations.

B. RELIABILITY Test-retest (N=213) correlations range from .01 to .75; inter-correlations among the 6 tests are uniformly low.

C. OTHER TECHNICAL CONSIDERATIONS _____

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Perceptual/Motor - Area I

1. Identifying Information: TEST NO. 51420

A. Test Name Southern California Motor Accuracy Test

B. Publisher Western Psychological Services

C. Copyright Date 1964

D. Cost $14.50 per complete set including 25 forms $6.50/25 forms

E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective index)

Tracing a line design with a pencil, accuracy, and accuracy and speed

3. Subtest Area(s) in another content area:

4. Administrative Usability:

A. Group vs. Individual Individual

B. Estimated testing time for relevant subtests 10 Minutes

C. Training of Administrator Very Little

D. Ease of Scoring Easy

E. Other administrative considerations

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) Ages 4 - 7

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?

Requires vision, ability to follow directions.

C. Is the test designed for a particular handicapped population?

Those with nervous system dysfunction.

D. Other examinee considerations?

Test Name: SCMAT

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) NO

D. Adequacy of norm information (local, national, special populations).

280 Children Ages 4 - 7

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity:

1. Content: differentiated between groups of children with suspected perceptual deficit and those without such deficit

2. Correlational (predictive, concurrent): with eye-motor subtest of Frostig

B. Reliability: Split half - .67 - .93
test-retest - .91 - .92

C. Other technical considerations: Interscorer consistency - .998

8. Note any specific considerations for this test: Limited usefulness for program planning but does measure an area which appears highly related to school success.

TEST NO. 51430

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Coordination and Physical Education - Area I

1. IDENTIFYING INFORMATION:

A. TEST NAME Southern California Perceptual-Motor Tests

B. PUBLISHER Western Psychological Services

C. COPYRIGHT DATE 1965 - 1969 COST $11.50 PER kit

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Imitation of Postures 2) Crossing Midline of Body 3) BiLateral Motor Coordination 4) Right-Left Discrimination 5) Standing Balance-Eyes Open 6) Standing Balance-Eyes Closed

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 20 minutes

C. TRAINING OF ADMINISTRATOR Minimal practice - clinical background essential

D. EASE OF SCORING _____

E. OTHER ADMINISTRATIVE CONSIDERATIONS _____

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 4 - 8

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

No reading or verbal responses required(except for 2 items)

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Designed for diagnosis of perceptual-motor deficits

ANALYSIS FROM: Buros, 7th, 1972 BY: (J. Martin)

TEST NO. 51430

TEST NAME: Southern California Perceptual-Motor Tests

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

Data based on 1004 pupils

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION _____

7. TECHNICAL ASPECTS:

A. VALIDITY No data on validity

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) _____

B. RELIABILITY Retest coefficients (interval of 5 to 15 days) tend to decrease with age (.12 lowest)

C. OTHER TECHNICAL CONSIDERATIONS Needs to be refined through further research.

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

TEST NO. 51475

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Sensory, Perceptual, Cognitive - Area A

1. IDENTIFYING INFORMATION:

A. TEST NAME A Standardized Road-Map Test of Direction Sense

B. PUBLISHER Johns Hopkins Press

C. COPYRIGHT DATE 1965 COST $6.50 PER set

D. NUMBER OF LEVELS _____ NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: A measure of right-left directional orientation (consists of a maze on paper; examiner draws line through maze while student follows line visually, stating at each turn whether he turns to the right or the left.)

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME 10 - 15 minutes

C. TRAINING OF ADMINISTRATOR Directions for administration are easy to follow: Probably clinical background necessary

D. EASE OF SCORING Scoring template provided

E. OTHER ADMINISTRATIVE CONSIDERATIONS _____

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Ages 7 - 18

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

ANALYSIS FROM: Buros, 7th, 1972 BY: (J. Martin)

TEST NO. 51475

TEST NAME: A Standardized Road-Map Test of Direction Sense

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

Children in public schools (ages 7 - 18) in one Maryland county

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION Retarded readers (11 - 14) made significantly more errors than control group; not significant in 7 - 10 age range

7. TECHNICAL ASPECTS:

A. VALIDITY Needs more research

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) _____

B. RELIABILITY No data on reliability

C. OTHER TECHNICAL CONSIDERATIONS More refined age norms need to be developed.

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST Lends itself well to research on reading retardation and perceptual orientation but not sophisticated enough for individual diagnosis.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Interpersonal Relations. Area M

1. Identifying Information: Test NO. 60187

   A. Test Name Bristol Social Adjustment Guides

   B. Publisher Educational & Industrial Testing Services

   C. Copyright Date 1963

   D. Cost $4.00 per 25 Scales; $1.50 per set scoring stencils and $2.00 per 25 diagnostic forms/Manual?

   E. Number of Levels 3 Scales Number of Forms 1 per Scale

2. Subtest Area(s) within general content area (See objective index)
   Kindergarten Shyness-Boldness, Neuroticism-Adjustment, General Activity-Lethorgy, Dependence-Independence, Hostility-Friendliness, Socialization-Rebelliousness, School Orientation

3. Subtest Area(s) in another content area:

   Grades 1-6 School Orientation

4. Administrative Usability:

   A. Group vs. Individual Completed by teacher, social worker, etc.

   B. Estimated testing time for relevant subtests 10-20 Minutes

   C. Training of Administrator Little

   D. Ease of Scoring Simple, Clear

   E. Other administrative considerations Interpretation seems to require clinical training to some extent. - Ages 5-15

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Grade 1-6

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
   No - test completed by person other than S.

   C. Is the test designed for a particular handicapped population?
   Maladjusted

   D. Other examinee considerations?

Test Name: Bristol Social Adjustment Guides

6. Interpretation:

A. Is grade or developmental level provided? NO (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) Author classifies "symptoms" of behavior patterns (agressive, withdrawn, etc.) according to scores.

D. Adequacy of norm information (local, national, special populations). No American norms (norm -(British)- that have been established are questionable in terms of population choice

E. Other considerations relative to interpretation: _____

_____

_____

7. Technical Aspects:

A. Validity: Validity can only be viewed in terms with agreement with "authors" criteria for "maladjustment".

1. Content:

2. Correlational (predictive, concurrent):

B. Reliability: No data for "The Child in School" Scale which is the only scale appropriate for U.S. children.

C. Other technical considerations:

8. Note any specific considerations for this test: perhaps useful in determining judgements and attitudes toward child by teachers, etc.

TEST NO. 60189

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Affective - Area B

1. IDENTIFYING INFORMATION:

   A. TEST NAME Burks' Behavior Rating Scales (Experimental)

   B. PUBLISHER Arden Press (Author: Harold Burks)

   C. COPYRIGHT DATE 1968 - 1969 COST $5.00 PER manual & 10 sets

   D. NUMBER OF LEVELS 2 levels NUMBER OF FORMS

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: Ratings of problem children by teachers or parents in 18 or 20 areas, e.g. self-blame, anxiety, withdrawal, dependency, ego strength, physical strength, coordination, intellectuality, etc.

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA:

4. ADMINISTRATIVE CONSIDERATIONS:

   A. GROUP VS INDIVIDUAL Individual rating

   B. ESTIMATED TESTING TIME 10 minutes

   C. TRAINING OF ADMINISTRATOR

   D. EASE OF SCORING 2 levels: a) Preschool & K b) Elementary & Secondary, Grades 1 - 8

   E. OTHER ADMINISTRATIVE CONSIDERATIONS

5. EXAMINEE APPROPRIATENESS:

   A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Preschool - Grade 8

   B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

   C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
   " problem children"

ANALYSIS FROM: Buros, 7th, 1972 BY: (J. Martin)

TEST NO. 60189

TEST NAME: Burks' Behavior Rating Scale

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED?_____ BUT CAN BE COMPUTED (BY SUBTEST)?_____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES?_____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?)_____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

No norms

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION_____

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT_____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT)_____

B. RELIABILITY No reliability data

C. OTHER TECHNICAL CONSIDERATIONS_____

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

TEST NO. 60190

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Interpersonal Relations- Area M

1. IDENTIFYING INFORMATION:

A. TEST NAME Cain-Levine Social Competency Scale

B. PUBLISHER Consulting Psychologists Press, Inc.

C. COPYRIGHT DATE _____ COST $3.85 PER 25 tests

D. NUMBER OF LEVELS 1 NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Self-Help 2) Initiative 3) Social Skills 4) Communication

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME No time given - 44 activities are assessed

C. TRAINING OF ADMINISTRATOR Thorough knowledge of test items and interview strategies

D. EASE OF SCORING _____

E. OTHER ADMINISTRATIVE CONSIDERATIONS Administered to a person who is capable of assessing child's capabilities.

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Mentally retarded children, ages 5 - 13 (primarily for "trainable")

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

No. Test is administered to person other than subject

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

trainable mentally retarded

ANALYSIS FROM: Manual BY: (J. Martin)

TEST NO. 60190

TEST NAME: Cain-Levine Social Competency Scale

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? _____ BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) _____

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)

Standardizing group was 716 trainable mentally retarded children in California I.Q.'s from 25 - 59; M.A.'s from 2 - 7; C.A.'s from 3 - 13

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION

No mention was made of type of child, e.g. institutionalized or not, socioeconomic status of family, etc.

7. TECHNICAL ASPECTS:

A. VALIDITY Based on criteria of expert judges and an item analysis after tryout. No other information given.

1. CONTENT

2. CORRELATIONAL (PREDICTIVE, CONCURRENT)

B. RELIABILITY Test-retest reliability coefficients were obtained by rerating a random sample of 35 subjects after interval of 3 weeks: Subscales (.88 to .97); Total Score (.98).

C. OTHER TECHNICAL CONSIDERATIONS Use of this test with children of higher I.Q. level (than 25 - 59) would present a distorted picture of social competence.

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST Provides index for evaluating child's progress in any of the sub-areas defined by manual. Can also be used in grouping children and planning future training programs.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Interpersonal Relations - Area M

1. Identifying Information:

TEST NO. 60320 Elementary
60330 Intermediate
60340 Primary
60350 Secondary

A. Test Name California Test of Personality

B. Publisher CTB/McGraw-Hill Del Monte Research Park, Monteray, Calif. 9394

C. Copyright Date 1953

D. Cost No Price for Manual per

E. Number of Levels Kindergarten to Gr. 6 Number of Forms 2

2. Subtest Area(s) within general content area (See objective index)
13 Subtests - Develop Mental Personality, Neuroteriam Adjustment, General Activity Lethargy, Dependence Independence, Self Esteem, Development of Social Skills, Hostility-Friendliness and Socialization-Rebelliousness

3. Subtest Area(s) in another content area:

4. Administrative Usability: Fair to Good

A. Group vs. Individual Teacher Administered - Group or Individual

B. Estimated testing time for relevant subtests 0-1 - No longer than 45 Minutes

C. Training of Administrator 0-1 1 - None

D. Ease of Scoring 0-2 2 - Satisfactory

E. Other administrative considerations

5. Examinee Appropriateness: Fair

A. Grade level appropriateness (norm range) Kindergarten to Grade 6

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
NO

C. Is the test designed for a particular handicapped population?
NO

D. Other examinee considerations?

Test Name: California Test of Personality

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? _____

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

D. Adequacy of norm information (local, national, special populations).
Norms are large. Geographically represented.

E. Other considerations relative to interpretation: _____

7. Technical Aspects: Poor

A. Validity: As valid as most instruments used to measure self-concept.

1. Content: 0-10 6-7

2. Correlational (predictive, concurrent):

B. Reliability: Reliability for the total and the two main components.

C. Other technical considerations:

8. Note any specific considerations for this test: Test is mechanically satisfactory. The California test appears to be one of the better personal inventories available.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Self-Help - Area J

1. Identifying Information: TEST NO. 61680

   A. Test Name Vineland Social Maturity Scale

   B. Publisher American Guidance Service, Inc.

   C. Copyright Date 1965 (1935-1965)

   D. Cost $8.00 per technical manual; $2.00 per 25 record blanks; $1.35 for condensed manual; $1.50 per specimen set

   E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective index)
   6 Categories of Development Measured: Self-help, Self-direction, Communication, Socialization, Locomotion and Occupation.

3. Subtest Area(s) in another content area:

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests 20-30 Minutes

   C. Training of Administrator Author claims clinical training important.

   D. Ease of Scoring Apparently fairly complicated at some points.

   E. Other administrative considerations Scored through interview @ parent or other person in daily contact @ child (i.e., potentially biased - esp. with untrained examiner).

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Birth - Maturity

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills? Makes provisions for "no opportunity", skills in transitions, etc.

   C. Is the test designed for a particular handicapped population?

   D. Other examinee considerations?

Test Name: Vineland Social Maturity Scale

6. Interpretation: "Social Quotient" "Social Age"

A. Is grade or developmental level provided? YES (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

Not formal, but can be inferred.

D. Adequacy of norm information (local, national, special populations). Apparently considered adequate although some items differ in actual practice according to urban vs. suburban is rural environments, e.g., "Goes about home town freely?"

E. Other considerations relative to interpretation: Questions should be asked in a general way to elicit specific data to avoid respondent's tendency to give answers favorable to himself or S.

7. Technical Aspects:

A. Validity:

1. Content:

2. Correlational (predictive, concurrent):

B. Reliability: Information not available.

C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Language - Area E

1. Identifying Information: TEST NO. 70395

   A. Test Name Detroit Test of Learning Aptitude

   B. Publisher Bobbs-Merrill Co., Inc.

   C. Copyright Date 1968 (1935-1968)

   D. Cost $4.45 per handbook; $3-pictorial materials; $5.90- 35 record bks; $.30 per 1 copy; $1.20 per supplement

   E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective index)
   verbal absurdities, verbal opposites, free association, likenesses and differences

3. Subtest Area(s) in another content area:
   motor speed and precision, auditory attn. span, unrelated words, related syllables, social adjustment A & B, visual attention span, orientation, memory for design, number ability, broken picutres, oral directions, pictorial absurdities, oral comissions, pictorial opposites

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests 60-95 minutes

   C. Training of Administrator suggest practical clinical experience

   D. Ease of Scoring detailed, but well laid-out

   E. Other administrative considerations need stopwatch or watch w second-hand; need pennies for numerical subtest; pictures, etc. at hand for testing.

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Ages 3 & over (19-0)

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
   set up to discuss such disabilities - when minor- and provides list of tests appropriate for gross visual, auditory, etc. disabilities

   C. Is the test designed for a particular handicapped population?
   not really - for average, but considered to work well with children with below average intelligence

   D. Other examinee considerations?

Test Name: Detroit Test of Learning Aptitude

6. Interpretation: Mental age at 3 month intervals.

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)
General discussions of characteristic features of test results and typical significance of such features,

D. Adequacy of norm information (local, national, special populations).
Normed in Detroit; 75,000 subjects tested.

E. Other considerations relative to interpretation: Considered most appropriate for grade school years.

7. Technical Aspects:

A. Validity:

1. Content: Limited emperical data regarding reliability or validity.

2. Correlational (predictive, concurrent):

B. Reliability: No data on reliability for part scores.

C. Other technical considerations: Fairly low (.2 - .4) correlation among subtests.

8. Note any specific considerations for this test: Pictorial items tend to be a little out-dated, or unclear.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: LANGUAGE - Area E

1. Identifying Information: TEST NO. 70630

   A. Test Name Illinois Test of Psycholinguistic Abilities

   B. Publisher University of Illinois Press

   C. Copyright Date 1968 (1961-8)

   D. Cost $7.75 per set 25 record forms, $5.75 per manual $43.50 per set (record forms for 25 S's)

   E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective Index)
   Auditory Association, Verbal Expression, Grammatic Closure and Auditory Reception.

3. Subtest Area(s) in another content area: Visual Reception, Visual Sequential Memory, Auditory Sequential Memory, Visual Association, Visual Closure, Manual Expression, Auditory Closure, and Sound Blending.

4. Administrative Usability:

   A. Group vs. Individual Individual

   B. Estimated testing time for relevant subtests 45-60 Minutes According to Auth

   C. Training of Administrator Suggest Practical Clinical Experience

   D. Ease of Scoring Detailed but Clear

   E. Other administrative considerations Fairly Complicated

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Ages 2-10

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
      Designed to determine such inabilities when moderate or minor.

   C. Is the test designed for a particular handicapped population?
      Infers that is especially useful for children with "Learning Disabilities" as well as others.

   D. Other examinee considerations?

Test Name: Illinois Test of Psycholinguistic Abilities

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? YES

B. Can comparison be made across subtests via use of scaled scores? YES

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

Short Section: "Recording, Profiling & Interpreting ITPA Scores."

D. Adequacy of norm information (local, national, special populations).
The fact that the normative population included only "average" is considered a weakness in that "they do not include data on the groups of children representative of the 'Learning Disability' & mental retardate populations" and that a dearth of minority and low socioeconomic-strata S's were used on norm pop.

E. Other considerations relative to interpretation: Much vocabulary and pictoral matter assumes wide cultural and/or language experience.

7. Technical Aspects:

A. Validity:

1. Content: (Use with disadvantaged highly questionable - Carroll)

2. Correlational (predictive, concurrent): More research needed.

B. Reliability: Differences among subtests seen highly reliable; profile moderately reliable over time intervals of 4-6 months; Tests are reasonably reliable for each age level.

C. Other technical considerations:

8. Note any specific considerations for this test: Developed to correspond to Osgood's 3-dimensional model of communication.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Language - Area E

1. Identifying Information: TEST NO. 71200

   A. Test Name Peabody Picture Vocabulary Test

   B. Publisher American Guidance Service, Inc.

   C. Copyright Date 1965

   D. Cost $10.00 per 25 $3.00 per 50 (individual forms)

   E. Number of Levels 1 Number of Forms 2 (A & B)

2. Subtest Area(s) within general content area (See objective index)

   None

3. Subtest Area(s) in another content area:

   None

4. Administrative Usability:

   A. Group vs. Individual Individual for children under 9 years - Group test over 9 years

   B. Estimated testing time for relevant subtests 15 Minutes

   C. Training of Administrator No specialized preparation

   D. Ease of Scoring Total number of correct responses

   E. Other administrative considerations Quiet room

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) 2.5 years to 18 years

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?

      Language

   C. Is the test designed for a particular handicapped population?

      NO

   D. Other examinee considerations?

      NO

Test Name: Peabody Picture Vocabulary Test

6. Interpretation:

A. Is grade or developmental level provided? YES (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? _____

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) NO

D. Adequacy of norm information (local, national, special populations). Restricted to Nashville, Tenn.

E. Other considerations relative to interpretation: I.Q. of students provided a composite normal probability curve.

7. Technical Aspects:

A. Validity: Validity data for the PPVT were obtained both for individual items and for the total test.

1. Content: Assumes to meet adequate standards for a picture vocabulary test.

2. Correlational (predictive, concurrent): Many emperical studies have been done to suggest predictive, concurrent and congruent validity.

B. Reliability: Reliability studies have been done.

C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: LANGUAGE - Area E

1. Identifying Information: TEST NO. 71225

   A. Test Name Picture Story Language Development

   B. Publisher Grune & Stratton, Incorporated

   C. Copyright Date 1965

   D. Cost $4.75 per picture; $8.50 per manual / $7.50 per 100 Record Forms

   E. Number of Levels 1 Number of Forms 1

2. Subtest Area(s) within general content area (See objective index): This is a developmental scale for written language (5 scores - one test) (Total Wds; Total Sentences; Words per Sentence; Syntax; Abstract-Concrete)

3. Subtest Area(s) in another content area: N/A

4. Administrative Usability:

   A. Group vs. Individual Apparently Either

   B. Estimated testing time for relevant subtests 20-30 Minutes

   C. Training of Administrator Minimal Training Needed

   D. Ease of Scoring Infers that it is fairly simple to score

   E. Other administrative considerations

5. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Ages 7-17

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills? It requires that a child has the ability to express himself in written language.

   C. Is the test designed for a particular handicapped population?

   D. Other examinee considerations?

Test Name: Picture Story Language Development

6. Interpretation:

   A. Is grade or developmental level provided? YES (by subtest)? _____

   B. Can comparison be made across subtests via use of scaled scores? _____

   C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) Author said such information to be published in a second volume; 5 years later; still unpublished.

   D. Adequacy of norm information (local, national, special populations). From one midwestern state (rural, suburban and urban) - not checked for correlation with other areas; Only odd year ages 7-17 sampled; even year age norms interpolated.

   E. Other considerations relative to Interpretation: _____

7. Technical Aspects:

   A. Validity:

      1. Content: Appears to possibly be a valid measure of written language, but validity information is lacking from the author.

      2. Correlational (predictive, concurrent):

   B. Reliability: The data suggests that there is doubt as to the acceptability of the reliability of the test.

   C. Other technical considerations:

8. Note any specific considerations for this test:

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Reading & Mathematics - Areas D & F

1. Identifying Information: TEST NO. S1060

   A. Test Name: Metropolitan Readiness Test

   B. Publisher: Harcourt, Brace & Jovanovich, Incorporated

   C. Copyright Date: 1969

   D. Cost: $8.20 per: 35 Tests

   E. Number of Levels: 1 Number of Forms: 2 (A & B)

2. Subtest Area(s) in Reading: Word Meaning, Listening, Matching, Alphabet
   Pre-reading: Word Meaning, Matching and Alphabet.

3. Subtest Area(s) in Mathematics: Numbers, Copying and Draw-A-Man

4. Subtest Area(s) in another content area: Listening, Copying

5. Administrative Usability:

   A. Group vs. Individual Group

   B. Estimated testing time for relevant subtests Maximum - 30 Minutes

   C. Training of Administrator Teacher - administered - no previous training req.

   D. Ease of Scoring Scoring presents no problem, except for the copying subtest, for which subjective judgment is involved.

   E. Other administrative considerations Since the Met. Readiness Tests constitut- a prognostic or predictive measure, nat' norms are of relatively minor importance. It is the relati between an obtained readiness score and the achieveme it has been found to predict that gives meaning to sc

6. Examinee Appropriateness:

   A. Grade level appropriateness (norm range) Kgr. - 1

   B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills? Children must be able to listen and follow directions, work independently and steadily, and handle a crayon in marking or drawing.

   C. Is the test designed for a particular handicapped population? NO

   D. Other examinee considerations? Children should be tested in groups of not more than is pupils - smaller groups are desireable if pupils are known to be immature or retarded. Pupils should be assigned to groups and kept in the same groups for all sessions of the testing.

Test Name: Metropolitan Readiness

7. Interpretation:

A. Is grade or developmental level provided? A-E (by subtest)? By total scor and subtest

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?) NO

D. Adequacy of norm information (local, national, special populations). 15,000 pupils in 70 school systems. Regional distribution - New England, Middle Atlantic, South, Central, Pacific. Typical pupil lived in community of about 35,000, median level of schooling for community was 11.6 years, school year was 179 days, each day's session being in Kgn or nursery (OVER)

E. Other considerations relative to interpretation: Total Score, stanines, letter ratings, and percentiles provided. Subtest scores - only letter ratings provided.

8. Technical Aspects:

A. Validity:

1. Content: The numbers subtest has repeatedly been shown to be the most powerful single predictive subtest of the earlier editions of MRT. Intercorrelations among subtest scores (N = 12.225) range from .36 to .64.

2. Correlational (predictive, concurrent): Total score on MRT correlates .80 w/total score on Murphy-Durrell and .70 on the Lee-Clark Rdg. Readiness Test. Predictive Validity - correlation between pupils (OVER)

B. Reliability: With 3-5 month intervals the reliabilities were found to be .81 (upstate New York) and .78 (Ladue, Missouri).

C. Other technical considerations: When a 2nd test w/ an alternate form is given w/in a week or so after a 1st test, a slight increase in score due to practice may be expected. For 547 end-of-kgn pupils taking form A or B 1st, followed by the alternate form 1 wk later, the practice effect was found to be approx. 1 pt. of total score up to a score of 45, & approx. 2 points for scores 46 and above.

9. Note any specific considerations for this test:

D. school for half day sessions over a period of about a year. Age - 6 years 4 months on October 1. I.Q. on the Pintner - Cannlngham Test was 98.

2. readiness score and later achievement, usually at the end of the 1st grade year. Correlations between tall readiness scores and scores on the SAT, Pri. I, the following may for 9497 cases in the standardization population range from .57 to .67 on the 6 subtests. Total readiness score has a correlation of .67 w/the SAT Arithmetic Subtest. For the Metropolitan Achievement Test, the total score correlations range from .58 to .81.

TEST NO. 91105

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SER-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Areas A, E, I, M

1. IDENTIFYING INFORMATION:

A. TEST NAME Myklebust Pupil Rating Scale

B. PUBLISHER Grune and Stratton, Inc.

C. COPYRIGHT DATE 1971 COST _____ PER _____

D. NUMBER OF LEVELS 1 NUMBER OF FORMS 1

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Auditory Comprehension, 2) Spoken Language, 3) Orientation, 4) Motor Coordination, 5) Personal, Social Behavior

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL Individual

B. ESTIMATED TESTING TIME _____

C. TRAINING OF ADMINISTRATOR Classroom teacher can administer after careful study of the manual.

D. EASE OF SCORING Simple - Scores are derived by adding the numbers circled by the teacher.

E. OTHER ADMINISTRATIVE CONSIDERATIONS _____

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) 3rd and 4th grades (ages 7 - 10)

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

No, teacher does the rating.

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

ANALYSIS FROM: Manual BY: J. Martin

TEST NO. 91105

TEST NAME: Myklebust Pupil Rating Scale

6. INTERPRETATION:

A. IS GRADE OR DEVELOPMENTAL LEVEL PROVIDED? No BUT CAN BE COMPUTED (BY SUBTEST)? _____

B. CAN COMPARISON BE MADE ACROSS SUBTESTS VIA USE OF SCALED SCORES? _____

C. DOES TEST PROVIDE SCORE BREAKDOWNS BEYOND OVERALL SCORE AND SUBTEST SCORES (I.E., FORMAL DIAGNOSTIC UTILITY?) No. Scale is not designed to be used for diagnosis

D. ADEQUACY OF NORM INFORMATION (LOCAL, NATIONAL, SPECIAL POPULATIONS)
2176 3rd and 4th graders in suburban schools

E. OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION Scale is designed as a screening procedure to identify learning disability children. Children who receive low scores should be evaluated further.

7. TECHNICAL ASPECTS:

A. VALIDITY

1. CONTENT _____

2. CORRELATIONAL (PREDICTIVE, CONCURRENT) Scale was compared concurrently with battery of screening tests and individually administered battery of psychoeducational tests. A correlation analysis was also performed on the scale and educational achievement and I.Q. (PMA). Tables presented in manual.

B. RELIABILITY An intercorrelation study by item reported coefficients ranging from .79 to .90 (random sample of 120 subjects).

C. OTHER TECHNICAL CONSIDERATIONS _____

8. NOTE ANY SPECIFIC CONSIDERATIONS FOR THIS TEST _____

TEST NO. 91330

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA

SLR-LARS REPORT B-3
TEST ANALYSIS

GENERAL CONTENT AREA: Areas A, E, I, M

1. IDENTIFYING INFORMATION:

m A. TEST NAME A Psychoeducational Inventory of Basic Learning Abilities

B. PUBLISHER Fearon Publishers (Consulting Psychologists Press)

C. COPYRIGHT DATE 1968 COST $1.00 PER test & workbook

D. NUMBER OF LEVELS _____ NUMBER OF FORMS $.75 for manual

2. SUBTEST AREA(S) WITHIN GENERAL CONTENT AREA: 1) Motor Integration and Physical Development 2) Perceptual Abilities 3) Language 4) Social-Personal Adaptivity 5) General Intellectual Functioning

3. SUBTEST AREA(S) IN ANOTHER CONTENT AREA: _____

4. ADMINISTRATIVE CONSIDERATIONS:

A. GROUP VS INDIVIDUAL _____

B. ESTIMATED TESTING TIME _____

C. TRAINING OF ADMINISTRATOR _____

D. EASE OF SCORING _____

E. OTHER ADMINISTRATIVE CONSIDERATIONS _____

5. EXAMINEE APPROPRIATENESS:

A. GRADE LEVEL APPROPRIATENESS (NORM RANGE) Elementary - Jr. High (ages 2 - 14)

B. DOES THE TEST REQUIRE ABILITIES NOT ALWAYS INTACT IN HANDICAPPED POPULATIONS, E.G., READING, VISION, HEARING, LANGUAGE, FINE MOTOR SKILLS?

C. IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Learning Disabled

ANALYSIS FROM: Only listed in Buros, 7th, 1972

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3
TEST ANALYSIS

General Content Area: Language - Area E

1. Identifying Information: TEST NO. 91370

A. Test Name Screening Tests for Identifying Children w/Specific Language Disability (Rev. e

B. Publisher Educators Publishing Service

C. Copyright Date 1970

D. Cost ! Manual - $1.50 - Cards & Chart - Form A - $2.00 , B. $2.00 or C. $2.($2.40 per Packet of 12 (Form A, B. or C)

E. Number of Levels _____ Number of Forms 3 - A, B, or C

2. Subtest Area(s) within general content area (See objective index)
Chart Copying Test, Page Copying Test, Visual Perception Memory, Visual Discrimination, Visual Perception Memory/Kinesthetic Motor, Auditory Recall of Numbers and Spelling, Auditory Sounds and Auditory Association

3. Subtest Area(s) in another content area: Auditory
Repetition of Words - Use of correct word in context
Repetition of Phrases - Repetition of phrases

4. Administrative Usability:

A. Group vs. Individual Group for 8 Subtests
Individual for Auditory Subtests

B. Estimated testing time for relevant subtests 66 Min. for Group Test

C. Training of Administrator None

D. Ease of Scoring Two Levels; Quick Analysis & Detailed Analysis

E. Other administrative considerations 2 Sessions Required

5. Examinee Appropriateness:

A. Grade level appropriateness (norm range) Second half of Grade I thru Second half of Grade 4

B. Does the test require abilities not always intact in handicapped populations, e.g., reading, vision, hearing, language, fine motor skills?
Reading, Vision, Hearing and Fine Motor Skills

C. Is the test designed for a particular handicapped population?
Designed to screen for language disability

D. Other examinee considerations?

Test Name: Screening Test for Identifying Children w/Language Disability (969)

6. Interpretation:

A. Is grade or developmental level provided? WI (by subtest)? _____

B. Can comparison be made across subtests via use of scaled scores? NO

C. Does test provide score breakdowns beyond overall score and subtest scores (i.e., formal diagnostic utility?)

Five major error pattern groupings.

D. Adequacy of norm information (local, national, special populations).

Profiles for 2 second grades of two schools within the same city school system.

E. Other considerations relative to interpretation: More substantial empirical confirmation of the tests efficiency and for what purposes are needed.

7. Technical Aspects:

A. Validity: No documentation

1. Content:

2. Correlational (predictive, concurrent):

B. Reliability: No data

C. Other technical considerations:

8. Note any specific considerations for this test: Complex in organization, in administration. Requires study by the examiner before it can be used. May provide information on the process of perceptual integration.

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3a
TESTING LEVELS OF HIGH FREQUENCY TESTS

TESTS APPROPRIATE FOR LEVEL 1 TESTING

INTELLIGENCE AND MENTAL MATURITY

10625 HISKEY-NEBRASKA TEST OF LEARNING APTITUDE
10900 LEITER INTERNATIONAL PERFORMANCE SCALE
11220 PICTORIAL TEST OF INTELLIGENCE
11380 SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS
11550 STANFORD-BINET INTELLIGENCE SCALE
11700 WECHSLER ADULT INTELLIGENCE SCALE
11720 WECHSLER INTELLIGENCE SCALE FOR CHILDREN
11730 WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE

GENERAL ACHIEVEMENT/READINESS

20200 CALIFORNIA ACHIEVEMENT TESTS - ADVANCED
20210 CALIFORNIA ACHIEVEMENT TESTS - ELEMENTARY
20220 CALIFORNIA ACHIEVEMENT TESTS - JUNIOR HIGH
20230 CALIFORNIA ACHIEVEMENT TESTS - LOWER PRIMARY
20240 CALIFORNIA ACHIEVEMENT TESTS - UPPER PRIMARY
20680 IOWA TESTS OF BASIC SKILLS
21000 METROPOLITAN ACHIEVEMENT TESTS - ADVANCED
21010 METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY
21020 METROPOLITAN ACHIEVEMENT TESTS - HIGH SCHOOL
21030 METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE
21040 METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I
21050 METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II
21060 METROPOLITAN READINESS TESTS
21190 PEABODY INDIVIDUAL ACHIEVEMENT TEST
21435 SRA ACHIEVEMENT SERIES - PRIMARY I
21436 SRA ACHIEVEMENT SERIES - PRIMARY II
21440 SRA ACHIEVEMENT SERIES - GRADES 1-2
21450 SRA ACHIEVEMENT SERIES - GRADES 2-4
21460 SRA ACHIEVEMENT SERIES - GRADES 4-6
21470 SRA ACHIEVEMENT SERIES - GRADES 6-9
21480 SRA ACHIEVEMENT SERIES - ADVANCED
21490 STANFORD ACHIEVEMENT TEST - EARLY SCHOOL I
21500 STANFORD ACHIEVEMENT TEST - EARLY SCHOOL II
21510 STANFORD ACHIEVEMENT TEST - INTERMEDIATE I
21520 STANFORD ACHIEVEMENT TEST - INTERMEDIATE II
21530 STANFORD ACHIEVEMENT TEST - PRIMARY I
21540 STANFORD ACHIEVEMENT TEST - PRIMARY II
21740 THE WIDE RANGE ACHIEVEMENT TEST - LEVEL I
21750 THE WIDE RANGE ACHIEVEMENT TEST - LEVEL II

TESTS APPROPRIATE FOR LEVEL 1 TESTING

READING

30385 DENVER DEVELOPMENTAL SCALE
30430 DURRELL ANALYSIS OF READING DIFFICULTY
30490 GATES-MACGINITIE READING TESTS - PRIMARY A
30500 GATES-MACGINITIE READING TESTS - PRIMARY B
30510 GATES-MACGINITIE READING TESTS - PRIMARY C
30520 GATES-MACGINITIE READING TESTS - PRIMARY CS
30530 GATES-MACGINITIE READING TESTS - SURVEY D
30540 GATES-MACGINITIE READING TESTS - SURVEY E
30550 GATES-MACGINITIE READING TESTS - SURVEY F
30560 GATES-MCKILLOP READING DIAGNOSTIC TESTS
31557 STANFORD DIAGNOSTIC READING TEST, LEVEL I
31558 STANFORD DIAGNOSTIC READING TEST, LEVEL II

MATHEMATICS

40710 KEYMATH DIAGNOSTIC ARITHMETIC TEST
41555 STANFORD DIAGNOSTIC ARITHMETIC TEST, LEVEL I
41556 STANFORD DIAGNOSTIC ARITHMETIC TEST, LEVEL II

PERCEPTUAL/PERCEPTUAL MOTOR

50110 AUDITORY DISCRIMINATION TEST
50165 BAYLEY SCALES OF INFANT DEVELOPMENT
50170 THE BENDER VISUAL MOTOR GESTALT TEST FOR YOUNG CHILDREN
50400 DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION
50475 FROSTIG MOVEMENT SKILLS TEST BATTERY
50910 LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE
51340 THE PURDUE PERCEPTUAL-MOTOR SURVEY
51420 SOUTHERN CALIFORNIA MOTOR ACCURACY TEST

INTERPERSONAL

60187 BRISTOL SOCIAL ADJUSTMENT GUIDES
60310 CALIFORNIA TEST OF PERSONALITY - ADULT
60320 CALIFORNIA TEST OF PERSONALITY - ELEMENTARY
60330 CALIFORNIA TEST OF PERSONALITY - INTERMEDIATE
60340 CALIFORNIA TEST OF PERSONALITY - PRIMARY
60350 CALIFORNIA TEST OF PERSONALITY - SECONDARY
61680 VINELAND SOCIAL MATURITY SCALE

TESTS APPROPRIATE FOR LEVEL 1 TESTING

SPEECH, VOCABULARY, AND LANGUAGE

70395 DETROIT TEST OF LEARNING APTITUDE
70630 ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES
70975 MENYUK SENTENCE TEST
71200 PEABODY PICTURE VOCABULARY TEST
71225 PICTURE STORY LANGUAGE DEVELOPMENT

GENERAL SCREENING

91370 SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3a
TESTING LEVELS OF HIGH FREQUENCY TESTS

TESTS APPROPRIATE FOR LEVEL 2 TESTING

INTELLIGENCE AND MENTAL MATURITY

10185 BOEHM TEST OF BASIC CONCEPTS

GENERAL ACHIEVEMENT/READINESS

20200 CALIFORNIA ACHIEVEMENT TESTS - ADVANCED
20210 CALIFORNIA ACHIEVEMENT TESTS - ELEMENTARY
20220 CALIFORNIA ACHIEVEMENT TESTS - JUNIOR HIGH
20230 CALIFORNIA ACHIEVEMENT TESTS - LOWER PRIMARY
20240 CALIFORNIA ACHIEVEMENT TESTS - UPPER PRIMARY
20630 IOWA TESTS OF BASIC SKILLS
21000 METROPOLITAN ACHIEVEMENT TESTS - ADVANCED
21010 METROPOLITAN ACHIEVEMENT TESTS - ELEMENTARY
21020 METROPOLITAN ACHIEVEMENT TESTS - HIGH SCHOOL
21030 METROPOLITAN ACHIEVEMENT TESTS - INTERMEDIATE
21040 METROPOLITAN ACHIEVEMENT TESTS - PRIMARY I
21050 METROPOLITAN ACHIEVEMENT TESTS - PRIMARY II
21060 METROPOLITAN READINESS TESTS
21190 PEABODY INDIVIDUAL ACHIEVEMENT TEST
21435 SRA ACHIEVEMENT SERIES - PRIMARY I
21436 SRA ACHIEVEMENT SERIES - PRIMARY II
21440 SRA ACHIEVEMENT SERIES - GRADES 1-2
21450 SRA ACHIEVEMENT SERIES - GRADES 2-4
21460 SRA ACHIEVEMENT SERIES - GRADES 4-6
21470 SRA ACHIEVEMENT SERIES - GRADES 6-9
21480 STANFORD ACHIEVEMENT TEST - ADVANCED
21490 STANFORD ACHIEVEMENT TEST - EARLY SCHOOL I
21500 STANFORD ACHIEVEMENT TEST - EARLY SCHOOL II
21510 STANFORD ACHIEVEMENT TEST - INTERMEDIATE I
21520 STANFORD ACHIEVEMENT TEST - INTERMEDIATE II
21530 STANFORD ACHIEVEMENT TEST - PRIMARY I
21540 STANFORD ACHIEVEMENT TEST - PRIMARY II
21740 THE WIDE RANGE ACHIEVEMENT TEST - LEVEL I
21750 THE WIDE RANGE ACHIEVEMENT TEST - LEVEL II

TESTS APPROPRIATE FOR LEVEL 2 TESTING

READING

30385 DENVER DEVELOPMENTAL SCALE
30430 DURRELL ANALYSIS OF READING DIFFICULTY
30490 GATES-MACGINITIE READING TESTS - PRIMARY A
30500 GATES-MACGINITIE READING TESTS - PRIMARY B
30510 GATES-MACGINITIE READING TESTS - PRIMARY C
30520 GATES-MACGINITIE READING TESTS - PRIMARY CS
30530 GATES-MACGINITIE READING TESTS - SURVEY D
30540 GATES-MACGINITIE READING TESTS - SURVEY E
30550 GATES-MACGINITIE READING TESTS - SURVEY F
30560 GATES-MCKILLOP READING DIAGNOSTIC TESTS
31557 STANFORD DIAGNOSTIC READING TEST - LEVEL I
31558 STANFORD DIAGNOSTIC READING TEST - LEVEL II

MATHEMATICS

40710 KEYMATH DIAGNOSTIC ARITHMETIC TEST
41555 STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I
41556 STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II

PERCEPTUAL/PERCEPTUAL MOTOR

50110 AUDITORY DISCRIMINATION TEST
50165 BAYLEY SCALES OF INFANT DEVELOPMENT
50170 THE BENDER VISUAL MOTOR GESTALT TEST FOR YOUNG CHILDREN
50400 DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION
50475 FROSTIG MOVEMENT SKILLS TEST BATTERY
50910 LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE
51340 THE PURDUE PERCEPTUAL - MOTOR SURVEY
51420 SOUTHERN CALIFORNIA MOTOR ACCURACY TEST

INTERPERSONAL

60187 BRISTOL SOCIAL ADJUSTMENT GUIDES
60310 CALIFORNIA TEST OF PERSONALITY - ADULT
60320 CALIFORNIA TEST OF PERSONALITY - ELEMENTARY
60330 CALIFORNIA TEST OF PERSONALITY - INTERMEDIATE
60340 CALIFORNIA TEST OF PERSONALITY - PRIMARY
60350 CALIFORNIA TEST OF PERSONALITY - SECONDARY
61680 VINELAND SOCIAL MATURITY SCALE

TESTS APPROPRIATE FOR LEVEL 2 TESTING

SPEECH, VOCABULARY, AND LANGUAGE

70395 DETROIT TEST OF LEARNING APTITUDE
70630 ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES
70975 MENYUK SENTENCE TEST
71130 NORTHWESTERN SYNTAX SCREENING TEST
71200 PEABODY PICTURE VOCABULARY TEST
71225 PICTURE STORY LANGUAGE DEVELOPMENT

GENERAL SCREENING

91370 SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3a
TESTING LEVELS OF HIGH FREQUENCY TESTS

TESTS APPROPRIATE FOR LEVEL 3 TESTING

INTELLIGENCE AND MENTAL MATURITY

10130 THE BASIC CONCEPT INVENTORY

GENERAL ACHIEVEMENT/READINESS

21190 PEABODY INDIVIDUAL ACHIEVEMENT TEST

READING

30140 BASIC SIGHT WORD TEST
30430 DURRELL ANALYSIS OF READING DIFFICULTY
30560 GATES-MCKILLOP READING DIAGNOSTIC TESTS
30650 INFORMAL ORAL READING INVENTORY
31390 SLOSSON ORAL READING TEST
31557 STANFORD DIAGNOSTIC READING TEST - LEVEL I
31558 STANFORD DIAGNOSTIC READING TEST - LEVEL II

MATHEMATICS

40189 BUSWELL'S FUNDAMENTAL PROCESSES IN ARITHMETIC
40710 KEYMATH DIAGNOSTIC ARITHMETIC TEST
40976 MERC BASIC MATH INVENTORY
41120 NOONAN-SPRADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS
41555 STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL I
41556 STANFORD DIAGNOSTIC ARITHMETIC TEST - LEVEL II

SPEECH, VOCABULARY, AND LANGUAGE

70977 MERC SPEECH & LANGUAGE SCREENING INSTRUMENT

GENERAL SCREENING

90450 EDUCATIONAL ASSESSMENT INVENTORY

NATIONAL REGIONAL RESOURCE CENTER OF PENNSYLVANIA
SER-LARS REPORT B-3a
TESTING LEVELS OF HIGH FREQUENCY TESTS

TESTS APPROPRIATE FOR LEVEL 4 TESTING

INTELLIGENCE AND MENTAL MATURITY

10130 THE BASIC CONCEPT INVENTORY
11700 WECHSLER ADULT INTELLIGENCE SCALE
11720 WECHSLER INTELLIGENCE SCALE FOR CHILDREN
11730 WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE

PERCEPTUAL/PERCEPTUAL MOTOR

50110 AUDITORY DISCRIMINATION TEST
50120 AYRES SPACE TEST
50170 THE BENDER VISUAL MOTOR GESTALT TEST FOR YOUNG CHILDREN
50180 BENTON VISUAL RETENTION TEST
50400 DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION
50950 THE MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION
50970 MEMORY-FOR-DESIGNS TEST
51080 MINNESOTA PERCEPTO-DIAGNOSTIC TEST
51340 THE PURDUE PERCEPTUAL-MOTOR SURVEY
51400 SOUTHERN CALIFORNIA FIGURE-GROUND VISUAL PERCEPTION TEST
51410 SOUTHERN CALIFORNIA KINESTHESIA AND TACTILE PERCEPTION TESTS
51420 SOUTHERN CALIFORNIA MOTOR ACCURACY TEST
51430 SOUTHERN CALIFORNIA PERCEPTUAL-MOTOR TESTS
51475 A STANDARDIZED ROAD-MAP TEST OF DIRECTION SENSE
51590 TEST OF AUDITORY DISCRIMINATION
51600 TEST OF AUDITORY PERCEPTION

INTERPERSONAL

60189 BURK'S BEHAVIOR RATING SCALE
60190 CAIN-LEVINE SOCIAL COMPETENCY SCALE
61680 VINELAND SOCIAL MATURITY SCALE

SPEECH, VOCABULARY, AND LANGUAGE

70630 ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

GENERAL SCREENING

90450 EDUCATIONAL ASSESSMENT INVENTORY
91105 MYKELBUST PUPIL RATING SCALE
91330 A PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING ABILITIES